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TITLE OF THESIS... A Rationale for the Development of an Aquatic Leadership Programme.....

UNIVERSITY... of Alberta.....

DEGREE FOR WHICH THESIS WAS PRESENTED..... M.A.....

YEAR THIS DEGREE GRANTED..... 1973.....

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THE UNIVERSITY OF ALBERTA

A RATIONALE FOR THE DEVELOPMENT OF AN AQUATIC LEADERSHIP PROGRAMME

by

© BARBARA ELIZABETH HANSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA

FALL, 1973

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A Rationale for the Development of an Aquatic Leadership Programme", submitted by Barbara Elizabeth Hanson in partial fulfilment of the requirements for the degree of Master of Arts.

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Date Oct 1 1973

ABSTRACT

The purposes of this study were threefold: (1) to define the role of the recreation aquatic leader in the community; (2) to establish criteria for selection of the conceptual framework for an effective leadership programme; and (3) to develop a rationale for application to an effective aquatic leadership curriculum. The intention was to develop suggestions from the major implications to expand and adapt the scope of an aquatic training programme for recreation leaders in their respective communities.

A variety of sources were utilized to develop the rationale. Current data was collected from personal interviews with professional personnel in recreation and aquatics. Background and basic theory were extracted from related literature in the areas of business administration, education, physical education, psychology, and sociology. Personal experience provided a guideline for evaluation of the feasibility for application of the data.

The rationale was divided into the role of the leader, goals, content, and method, to facilitate its application to a specific programme. The Alberta Provincial Recreation Leadership School was the specific programme to which the rationale was applied.

The role of the leader was found to be defined by each community. It was delimited by community size, facilities, supervision and the leader's individual willingness and interest in aquatics. As a member of the community recreation team, the aquatic leader's role was found to be most often that of facilitator and influencer.

The proposed rationale's main object was one of encouraging

enjoyment in aquatic participation in all types of recreation programmes, for all interested persons, regardless of age group or social status. A core programme with a single focus which provides leaders with a list of expert resources within the scope of aquatics, was indicated as a successful training approach. A compulsory supplementary programme to follow the core programme was indicated to complete the initial leader training. Stress was made on the techniques required for conducting a chosen activity in level one or two. The activities suggested included one from each level: (1) games - diving - synchronized; (2) lifesaving - pool operations - competitive.

ACKNOWLEDGMENT

The writer expresses her appreciation to her committee members, Miss P. Conger (Chairman), Miss R. O. Anderson, and Mr. D. J. Sande, for their guidance and criticism in the preparation of this paper.

The rationale would not have been possible without the co-operation of the professional personnel interviewed; Mr. A. G. Gilmet, Director of the Canadian Red Cross Society Water Safety Service, Mr. L. A. Thomson, Education Supervisor in the Department of Culture, Youth and Recreation, Government of Alberta, and Mr. R. Kirstein, Aquatic Supervisor for the University of Alberta. Their encouragement and interest helped make completion of this project possible.

The writer is indebted to the Alberta Provincial Recreation Leadership School in Alberta, for providing the initiative and the opportunity for revising the recreation leadership preparation programme within the total curriculum. Application of the concepts found in the rationale should provide a challenging and effective programme.

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CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION

Progress is the goal for all people today as an indicator of success and a measure of satisfaction. Daily there are reports indicating that man's increased knowledge, greater skill, and improved facilities have combined to make almost any pursuit possible. What is often overlooked is that progress is not without its disadvantages. At "Man and His World", Montreal's World Fair in 1967, a central theme pavilion reminded man that along with the rapid advancements of quality and quantity in production and professional endeavours of business, industry, education and sport, man is paying a price. The price of progress is change.

It is the dynamic nature of change which provides the threat to man's security while simultaneously providing him the challenge to mature, grow and progress. To cope adequately, man has to re-examine his approaches to learning and to living. His philosophy has changed to a more humanistic approach. Pragmatism influenced the educational aim to become one designed:

> to interpret the universe in terms of everchanging, ever-developing human experience for more efficient societal living.[1]

Educational methods like John Dewey's principle of learning by doing meaningful things and participating in actual experience, has been coupled with a pragmatic approach to reinforce the recognition of the

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1 Randolph W. Webster, Philosophy of Physical Education, (Wm. C. Brown Co. Publishers, Dubuque, Iowa, 1965.) p. 74

multivariate nature of satisfying man's needs and its byproduct, change. Despite these advances, today man still tends to avoid initiating change.

The recreation concept that change is as good as a rest, still predominates. There is little evidence that people take the effort to explore the opportunities available. For this reason administrators, instructors, and leaders, are needed to help man experiment with change, meet its challenges, enjoy success and understand progress. In the recreational setting man has a protected environment for self-expression where the consequences of his efforts are meaningful to himself and to those of his group. John Farina has recently pointed out that:

> Leisure is personal ...and... consists of activities not directly related to utilitarianism except insofar as they promote self-realization.[2]

With instructors to teach skills and leaders to guide their application, man can find in recreation a solution to enjoy living and progress. The only ceiling on human progress would be the failure to think effectively and to develop the capacity for putting thought into action.[3] Leaders are trained for these purposes.

Research into leadership development shows that a variety of approaches have been used in an effort to establish criteria for successful leadership. Early research indicates an emphasis on identifying the trait characteristics of effective leaders. This approach was

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2 John Farina, "Toward a Philosophy of Leisure", Leisure in Canada - Proceedings of the Montmorency Conference on Leisure, (Fitness and Amateur Sport Directorate, Ottawa, 1969.) p. 9

3 John Adair, Training For Leadership, (Macdonald, London, 1968.) p.11

quickly abandoned after 1940 when a survey study by Bird found that of all the studies of leadership qualities, only five percent of them were common in four or more studies.[4] The concept of born leaders became changed to leaders being determined by the situation. Unable to control the variables of each situation, this approach provided limited explanation of either function or role of the leader. Another group, the functionalists combined the more manageable aspects from the two former approaches and theories. Their hypothesis basis was dual fold with both personality traits and situational factors a part of leader effectiveness. Within this approach selection and training leaders was feasible, although not refined. Since then many variables have been explored in relation to leader behavior. As Bass pointed out from his research studies; "Leadership in its entirety is exceedingly complex in structure and its various methods, levels, and interactions."[5] Therefore the search for a comprehensive definition still continues. In current research, the complex nature of the leader phenomenon has led a well-known psychologist and leading researcher, Fred E. Fiedler, to publish an article entitled "The Trouble With Leadership Training Is That It Doesn't Train Leaders."[6] This is an apt reflection of the dilemma faced by business administrators, educators and recreation directors whose effectiveness may depend on trained leaders.

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4 Carl E. Willgoose, The Curriculum in Physical Education, (Prentice Hall Inc., Englewood Cliffs, New Jersey, 1969.) p. 25

5 Bernard M. Bass, Leadership, Psychology and Organizational Behavior, (New York, 1960.) p. 196

6 Fred E. Fiedler, "The Trouble With Leadership Training Is That It Doesn't Train Leaders", Psychology Today, (February, 1973.) p. 23

Recreation is made up of many different activities, each linked towards the common goal of providing an experience for the individual personally, voluntarily and subjectively for his personal satisfaction.[7] Within the various activities, leadership behavior is within a boundary or specific to the nature of the activity. The reminder of Meyer points to this specificity and helps define the role of the recreation leader:

> If the recreation program ... is to emphasize personal development rather than games for children, we shall need leaders who know more than is vouchsafed in a physical education major in a typical university.[8]

In Alberta there are many opportunities to engage in recreation activities. Individual choice is limited only to physical predisposition, personality (or intra-psychic predisposition) and environmental factors.[9] Swimming is one of Alberta's popular recreation activities and the recent increase in available facilities has prompted more people to be aware of the possibilities water offers for enjoyment.

In the past ten years the swimming calibre has improved tremendously because of the Canadian Red Cross Society Water Safety Service implementation and maintenance of a progressive award skill teaching programme, and its attention to teacher training programmes.

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7 A. F. Affleck, "Toward the Disciplined Use of the Professional Self: A Bibliography to Facilitate the Search for Principles of Professional Recreation Practice", (Unpublished Paper - Department of Recreation Administration, University of Alberta, October, 1971.) p. 11

8 Honorable R. B. Meyer, "New Frontiers of Recreation", Proceedings 40th National Recreation Congress, (National Recreation Association, New York, 1959.) p. 4

9 John Farina, Op. cit., p. 9

Across Canada the programme is a success. Recently, instruction techniques were revised in light of current educational learning theory of 'shaping individual skills' into developing mature patterns of movement rather than applying a set progression of partial skills to the individual learner. It is fortunate that the gap between theory and practice is not wide. However it is still up to the practitioner to put the ideas and theories into practice as he becomes informed and trained in their feasibility and use.[10]

Aquatics refers to more than the skill of swimming. It encompasses all activities related to doing in, on, through, around and under the water. Moves by the Canadian Red Cross Society Water Safety Service into the whole area of aquatics are beginning. As an example, in 1973 representatives from across Canada meet at Prince Edward Island to discuss small boat activities - operation, maintenance, instruction, safety and recreation.[11]

Within the system of water safety, the concept of leader is designated to an individual not qualified to instruct but only to assist due to his lack of experience, age, and physical ability. The Water Safety Leader in this system is the prerequisite to the Society's highest recognized award, the Instructor. However to provide leadership in the context of a member of the community recreation team, there is a need for a different type of aquatic leader. He must be trained to help instructors and participants experiment with change,

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10 Murray Smith, "A Hard Look at Teaching Methods", presented to the Physical Education Specialists Council of Alberta Teachers' Association, Red Deer, Alberta, April 5, 1968., p. 7

11 A. G. Gilmet, personal interview, April 10, 1973.

meet its challenge and enjoy success to understand progress better. These will be the characteristics of the aquatic leaders of the future.

II. THE PROBLEM

The purpose of this study was to construct a rationale for the development of an aquatic leadership programme as a part of total community recreation leadership training.

Specifically, this study endeavoured to:

1. define the role of the recreation aquatic leader in the community.
2. establish criteria for construction of an effective aquatic leadership programme by examining the theories of leadership, the concepts of professional preparation in recreation, and the education philosophy for teaching physical skills.
3. to develop a rationale for application to an effective aquatic leadership curriculum.

It was not the intention of this study to apply the rationale to construct a specific curriculum for an aquatic leadership programme, but to develop some of the major implications as a suggestion for expanding and adapting the scope of an aquatic training programme for recreation leaders in their individual communities.

III. IMPORTANCE OF THE PROBLEM

The increasing level of affluence in our society has made many more swimming pools available. Most communities now have access to both indoor and outdoor pool facilities or a body of water where

they can enjoy the various forms of aquatics, i.e. swimming, diving, scuba, or fishing, boating, sailing and canoeing.[12] The Water Safety Service of the Canadian Red Cross Society has provided most Alberta communities with the opportunity to learn basic swimming skills. Depending on trained volunteers and qualified instructors, examiners, area supervisors, etc., the Canadian Red Cross is providing information and selling aquatics to Alberta.[13] Basic swimming skills are becoming firmly established as part of community social development. Now the challenge is:

> to co-operatively create the opportunity for man to attain a state of leisure and develop through the educational process in our communities, the capacity to choose, and to choose in terms which will manifest their own values through self-expression.[14]

A leader will facilitate this goal attainment, once he has participated in an effective general aquatic leadership programme. The Canadian Red Cross Society Water Safety Service in Alberta predicts their leaders will in the future, become specific to the community, especially since the true volunteer is disappearing.

Now that the basic swimming skill programme is successfully established, it is time for instructors to revise their approach to meet community needs, to learn more of the scope inherent in aquatic activities, and to initiate change, that is, to become leaders. Reflecting the current educational philosophy, the focus is turning

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12 E. B. Monsama, Leadership Development Study, (Published Report, University of Alberta & Department of Health, Recreation and Welfare, Alberta, 1969.)

13 A. G. Gilmet, personal interview

14 Rex Beach, "Toward Social Evolution: The Role of Leisure", (Theme Session Address at the Canadian Conference of Social Welfare, June, 1972.)

to present satisfaction and enjoyment for all, not preparation for participation in the future. Now is the time to:

> encourage people to participate in an activity for itself rather than for rewards, then perhaps more people would enjoy all types of activity well into and passed middle age.[15]

As an integral part of recreation, trained aquatic leaders will provide challenges to keep communities growing; progressing towards higher quality of enjoyment.

Leadership was selected as an important recreation component in Fournier's "Survey of Recreation Components Operating in Selected Areas in Alberta."[16] Among the needed research which Fournier felt demanded early attention, two emphasized the necessity of general recreation leadership courses.[17] Backed by this survey of some of the community needs in Alberta, this study has endeavoured to develop a rationale for incorporating aquatic leadership with a total recreation leadership programme.

The Alberta Provincial Aquatic Workshop was structured theoretically "to provide interested volunteers and persons employed in areas of aquatics an opportunity to further develop their leadership."[18] However there are conflicting assessments as to the effec-

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15 Stuart G. Robbins, "To Educate for Leisure: Educate for Now", Quest, (University of Alberta, Faculty of Physical Education Vol. 2, No. 2, February, 1973.) p. 8

16 Lionel J. Fournier, "Survey of Recreation Components Operating in Selected Areas in Alberta", (Unpublished Master Thesis, University of Alberta, 1964.) p. 45

17 Ibid. p. 106

18 ----, 1973 Provincial Aquatic Workshop, April 28 - May 6, (Department of Culture, Youth and Recreation in co-operation with Division of Leisure Education, and Physical Education, Mount Royal College, Calgary, Alberta.)

tiveness of the Workshop's role in the total recreation scheme. The Director of the Water Safety Service for the Canadian Red Cross in Alberta, Mr. A. G. Gilmet, agrees with the stated aim, and works with the government to help make it effective. Mr. Gilmet sees that the workshop provides a broad base for all potential aquatic leaders even though the programme is geared to those working in summer aquatic programmes. He sees it as the proving and training ground for moves to a more permanent facility.[19] According to the viewpoint of the Supervisor of Recreation Education, Mr. L. A. Thomson, the Workshop's purpose is not to train leaders but to create a place for him to get knowledge and discuss problems, ideas, etc.[20] The effectiveness of the Workshop's training of course conductors is impractical in terms of leader training according to the University of Alberta's Aquatic Supervisor, Mr. R. Kirstein. He said it was too preoccupied with skill content and administrative policy instead of requiring the skill knowledge as a prerequisite and concentrating on communication for training leaders how to pass their knowledge on to others.[21] With such a diversity of opinions over existing approaches to recreation leadership activity training, especially in the aquatic area, the need for developing a rationale as a basis for an effective aquatic programme is strongly indicated. The Canadian Red Cross Society and the Royal Life Saving Society, Canada, have begun to develop a joint approach to the problem at the instructor level. With a developed rationale for a guideline,

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19 A. G. Gilmet, personal interview

20 L. A. Thomson, personal interview

21 R. Kirstein, personal interview

an effective aquatic leadership programme could be implemented.

IV. DEFINITION OF TERMS

For the purposes of this study the following definitions apply:

Aquatic: area of field of study of activities performed in, on, through or around the water, i.e. water sport.

Aquatic Leader: A recreation leader interested in involving his group in all aspects of aquatics. He is involved in the total recreation programme, not just in aquatics.

CRCS: Canadian Red Cross Society, Water Safety Division, Alberta and North West Territories Branch, Edmonton.

Leader: an individual with the ability and knowledge to provide effective leadership by helping the group experiment with change, meet its challenge, enjoy success through goal achievement and initiate future task progress.[22]

Leadership: the process of influencing the activities of a group or individuals in its task of goal setting and goal achievement.[23 - 24]

Recreation: "is any form of experience of activity in which an individual engages from choice because of the personal enjoy-

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22 The reader should refer to Chapter 3 of this study wherein the concept of a leader is developed.

23 R. M. Stogdill, "Leadership, Membership, and Organization", Psychology Bulletin, (47: 1-14, 1950)

24 The reader should refer to chapter 3 of this study wherein the above definition of leadership is developed.

ment and satisfaction which it brings directly to him."[25]

RLSSC: Royal Life Saving Society Canada, Alberta Branch, Calgary, Alberta.

Volunteer: an individual with interest in the activity but not necessarily qualified, highly skilled or with any specific background knowledge in the activity to be led.

V. LIMITATIONS

1. The variety of connotations for a leader and leadership in the different fields of business, administration, education, industry and social work, make it difficult to build a conceptual framework. Terms often used interchangeable with leader include administrator, counsellor, educator, facilitator, initiator, and instructor.

2. There are few current publications specifically pertinent to leadership development. Recent studies are focused on the problems of leader behavior in a group, leader selection, and measurement of effective leadership.

3. The criteria for selecting concepts for an effective and practical rationale are derived from general leadership theory, the experience and expectations of the professionals interviewed and from the writer's personal experience.

4. The appropriateness of the proposals made in this thesis must be judged in relation to the writer's level of knowledge and thought, due to the subjective nature of the philosophical method of study.

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25 G. D. Butler, Introduction to Community Recreation (4th Edition, McGraw-Hill Book Co., New York, 1967.) p. 11

VI. DELIMITATIONS

1. The rationale was to serve as the basis of an aquatic leadership development programme of a total community recreation leadership training school such as the optional aquatic activity course of the Alberta Provincial Recreation Leadership School.

2. Since this rationale was to be the basis for an activity course of a total recreation training programme, three major assumptions delimit the consideration of principles:

   A. The programme be designed for candidates interested in aquatic leadership for community or camp, but who do not necessarily possess any advanced swimming qualifications.

   B. The specific community requirements need not be a major essential criteria in the curriculum development of an aquatic leadership training programme.

   C. Candidates for aquatic leadership be selected at the discretion of the general leadership school of which the activity was a part.

3. The principles were selected from research on professional preparation and volunteer training in recreation, physical education and education. However since most existing leadership theory is from military and business training studies, these theories were considered applicable to this study.

4. The Canadian Red Cross Society Water Safety Service Division in Alberta and the Royal Life Saving Society Canada in Alberta, were the only two aquatic services consulted for policy or training aquatic leaders in Alberta because they were the two major active societies

influencing aquatic development in Alberta.

5. The recommendations in this thesis were those of the writer and although she acknowledged assistance from the representatives of the Canadian Red Cross Society, the Royal Life Society, and the Department of Culture, Youth and Recreation, the results are not necessarily representative of these organizations.

CHAPTER II

METHODS AND PROCEDURES

I. INTRODUCTION

The rationale was developed from a variety of techniques utilized to obtain pertinent information. Current data was collected from personal interviews with professional personnel in the recreation and aquatic fields. Background and basic theories were extracted from an extensive study of related literature and the rationale was developed using a philosophical approach based on both these sources and personal experience. It was the intention of the writer that this study offer basically a series of sensitizing concepts and ideas, based on a theoretical analysis that would allow the practitioner to apply a variety of approaches to obtain effective aquatic leadership as a part of the individual community recreation programme.

II. SOURCES OF DATA

Documentary Information:

Selected literature in the field of education, physical education, sociology, business administration and psychology was reviewed in order to reveal concepts in training schemes which were relevant or applicable to an aquatic leadership development programme.

Research from the field of education provided the framework of curriculum construction and information regarding the needs of the learner, the task of the educational leader, and the role of relationships between teacher and group. From the field of physical education, a review of the literature included the aims and objectives for developing physical skills, the relation of physical skill development to

the total education process, and the professional preparation philosophy for activity team leaders. Sociological research provided an understanding of leadership role and function, the relationships of groups to leaders and the development of interpersonal relations.

Material regarding the development of leadership theory was available from studies of military leader training courses and business or industrial leader development programmes. Problems of specificity of leader behavior to the task or situation or expectations of the 'boss' were explored from these viewpoints. Psychological studies tended to center on leader behavior and changing group or individual behavior while the business administration literature focused on problems of leader selection, training, role and effectiveness of the group. Together, the review of literature from these areas provided a survey of the scope of the leadership concept.

From documents, minutes of meetings and reports from conferences, the RLSSC and CRCS provided information about the scope of aquatics, the content matter of skills and the present role of aquatics in the organizational structure of the community recreation programme.

Official Personnel:

Representatives from the two major aquatic organizations in Alberta, CRCS and RLSSC, and from the Alberta Provincial Government, were formally interviewed during April, 1973. They provided information regarding the present situation of aquatic leadership development on the local scene; the importance of aquatic leadership to the total recreation approach in the community; and the future trends of leader training programmes. Figure 1 indicates in summary, their position,

the sponsoring organization, and the area of specialization at the time of the interview.

SPONSOR	NAME AND POSITION	SPECIALIZATION	INTERVIEW DATE
Alta. Dept. of Culture Youth and Recreation	L. A. THOMSON, Supervisor of Recreation Education	Provincial Recreation Leadership School; Activity Workshops; etc.	4/5/73
U of A RLSSC	R. KIRSTEIN, Supervisor of Aquatics; Technical Chairman	Training Programmes for Lifeguards, Instructors, Leaders, Methods and Skill teaching.	4/6/73
CRCS	A. G. GILMET, Director of WSS-ALBERTA-NWT	Set up programmes in communities, guidance in planning facilities, total aquatic programme development and maintenance.	4/10/73

Figure 1. Professional personnel specializations.

Informal discussions with committee members within the Physical Education and Education Department and with members of the Department of Recreation Administration at the University of Alberta, helped to direct the approach to the problem of synthesizing concepts for specific application to aquatic leadership. Similarly information obtained from casual talk with prospective aquatic leaders and interested individuals led to a clarification of some of the many problems likely to be encountered in an aquatic leadership programme.

Personal Experience:

The writer's personal experience included twelve years of work in the capacity of volunteer, instructor, leader and administrator for a variety of aquatic programmes. The approach to leadership training

varied with the programme approach, the type of facility and the objectives of the total recreational curriculum. Figure 2: Personal experience, provides a resume of the related experience.

III. COLLECTION OF DATA

Review of Literature:

In the literature of education, physical education, sociology, business administration and psychology, the facts relating to essential leadership qualities, to training skills, to potential leaders' interests, and to aquatic skill development, were examined. Selection was then made of the criteria for development of the rationale.

Basic tests provided the theoretical data, journals and periodicals provided the research studies scrutinized, and the printed material helped make the implications from the research to current problems and existing leadership training programmes.

Personal Interviews:

The interviews were set by appointment with official personnel one week in advance of the visit. The nature of the interview, its purpose and part in the total problem were mentioned at this time so that the interviewee would know the type of information expected.

The interviews were conducted using a face-to-face contact approach with a ninety minute cassette recording the talk, once the initial introductions, repetition of purpose, and outlined expectations were exchanged. Similar outline formats were used in each interview. See Appendix B for more detail.

Each interview was conducted in the interviewee's office and although an appointment was made, interruptions in the course of the

YEAR	POSITION	FACILITY	SPONSOR	GROUP	LOCATION
1960-63	Volunteer Instructor	Indoor teaching pool Lake	YMCA and YWCA Canadian Girl Guides	Recreation & Lessons Camp	Montreal, P.Q. Morin Heights, P.Q.
1964	Instructor Lifeguard	Outdoor teaching pool	YMCA	Camp & Community Recreation Lessons	Ile Perrot, P.Q.
1965	Instructor Lifeguard	Outdoor Pool	Beaconsfield Community Recreation Department	Recreation & Community Lessons	Beaconsfield, P.Q.
1966	Coach	Indoor Pool Pointe Claire Civic Centre	Macdonald College of McGill University	Women's Intercollegiate Swim & Dive Team	Pointe Claire, P.Q.
1967	Asst. Mgr., Lifeguard Instructor	Outdoor Pool	Beaconsfield Community Recreation Department	Recreation & Community Lessons	Beaconsfield, P.Q.
1968-71	Waterfront Director	Lake, Sailing Docks, Canoe Docks, Enclosed Swimming Areas.	Taylor Statten Camps Incorporated	Private Camp	Wapomeo Island, Algonquin Park, Ontario
1970	Instructor	Indoor Pool	University of Alberta	Physical Education Lessons	Edmonton, Alberta
1972-73	Chief Instructor	Outdoor Pool	Alberta Prov. Gov't., Dept. of Culture, Youth, and Recreation	Provincial Recreation Leadership School	Drumheller, Alberta

Figure 2. Personal experience.

hour and one-half were many, since the interviews were held on a working day. In all cases full co-operation was secured.

After the interview, the information was transcribed from the tape into notes to facilitate its use. See Appendix B for further detail.

Personal Experience:

The writer's personal experience provided a basis for collecting the data and was combined with the established principles to influence the practicality of the proposed framework.

The conceptual framework for the aquatic leadership training programme was developed. The rationale included the definition of leadership in a contemporary society, a synthesis of relevant theories of leadership for the establishment of selection criteria for leader development in the community, and an outline of principles for application to an effective aquatic leadership curriculum.

CHAPTER III

REVIEW OF LITERATURE

I. INTRODUCTION

The concepts of leadership as developed in education, physical education, sociology, business administration, and psychology, have been reviewed in an attempt to discover relevant principles for the proposed rationale of aquatic leadership development. Establishment of a definition for leader, of the function of the group, of the components of leadership and of the concepts for developing and training individuals capable of leadership, provided the conceptual framework for this study. The only common acknowledgment consistent throughout the literature was that the entity leadership, exists.

II. THE LEADER AND LEADERSHIP

Initially the leader has been examined in terms of his personality and character traits.[26] This approach towards understanding the leader proved only partially successful as no standard criteria or norms were established by which to evaluate an individual as a leader. It was abandoned for many years but despite the more diverse approaches presently utilized, personality and character traits appear to be vital components of any leader.[27]

Charismatic personality and rhetoric were the main components

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26 E. E. Jennings, An Anatomy of Leadership: Princes, Heroes, and Supermen, (Harper and Bros. Publishers, New York, 1960.) p. 6

27 C. G. Kemp, Perspectives on the Group Process - A Foundation for Counseling with Groups, (2nd Edition, Houghton Mifflin Co., Boston, 1970.) p. 6

of leadership used to sway people to individual wishes prior to 1949.[28] The modern emphasis shifted to study the individual's ability to gain another's co-operation through the communication process.[29] The components - co-operation, communication, and the process of change, make up leadership and are all dependent on different aspects of the leader's personality. Mutual feelings of trust is the basis of co-operation; elimination of defense filters enables more effective communication; and the process of change is most efficient when there is a recognition of personal needs and the willingness to try. In summary, to be effective, leadership requires the ability of the leader to empathize accurately with his followers.[30]

The roles of the leader and the administrator are not synonomous. In education, the leader's role is defined as,

> initiation of new structure or procedure to accomplish goals and objectives or changing goals and objectives.[31]

In contrast, the administrator is defined as the,

> individual who utilizes existing structure and procedures to achieve goals and objectives.[32]

The administrator's role tends to be more a stabilizer to the established institutional organization while the leader's role is somewhat

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28 C. G. Kemp, Op. cit., p. 153

29 H. P. Knowles and B. O. Saxberg, Personality and Leadership Behavior, (Addison-Wesley Publishing Co., Reading, Mass., 1971.) p. 89

30 Ibid., p. 113

31 J. M. Lipman, Leadership and Administration, (Behavioral Science and Educational Administration, 63 Yearbook, NSSE, Chicago Press, 1964.) p. 122

32 Ibid., p. 123

disruptive. These two roles cannot be played together but one person can make use of both approaches. The approach used will depend on the orientation of the leader/administrator to the individual, to the group, and to the organizational goals.

Observation of the great political leaders, whose influence was instrumental to cultural progress, provided another dimension to formal leadership studies. Jennings proposed three categories - supermen, heroes, and princes. Supermen included those great men who were rule breakers and value creators.[33] The ideal of the leader as a change agent, and initiator evolved from this concept of leadership, and helped keep the progress and rapid changes of modern society synonomous.

The classification of heroes included those great men dedicated to a noble cause.[34] The educational leader today plays this role as an influencer and facilitator, so that others can advance. Each person is a unique individual possessing his own combination of traits, skills and capabilities of which one is leadership. In this view, leadership is "a set of functions which no one person can fulfill."[35] In today's modern educational system, educators follow policies where the designated leader changes with the activity, the level of skill and the location of each endeavour.

The great men motivated principally to dominate others, were classified in Jenning's system as princes. The influence of the domi-

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33 E. E. Jennings, Op. cit., p. 30

34 Loc. cit.

35 R. L. Saunders, A Theory of Educational Leadership, (New York, 1966.) p. 93

nating leader could be either favourable or not, depending on the method of application and the goal. Redl postulates a leader as a central person, loved and followed by the group members.[36] Manipulation of the group members by force and cunning was the basis of autocratic leadership. The exercise of authority in a social group is accepted as the basic psychological concept for leadership.[37] The effectiveness of either type of leadership seems to revolve about the relationships among group members and the leader.

Cattell devised a method to investigate leadership influence from group syntality (cohesiveness). From an examination either of the internal group relations or structure, or of the effectiveness of the total performance of the group, i.e. syntality, it was proposed that the leader was a person who had a demonstrable influence on that group cohesiveness.[38] Further dissection of group syntality into three fundamental interpersonal needs of inclusion (contact), control, and affection (closeness) has been proposed as essential in the establishment and maintenance of both the leader and the group.[39] These components were hypothesized as the developmental process followed by the individual, the group, and the leader to attain their potential

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36 C. G. Kemp, Op. cit., p. 157

37 J. Drever, A Dictionary of Psychology, (Penguin Reference Books, Great Britain, 1964.) p. 154

38 B. M. Bass, Leadership, Psychology and Organizational Behavior, (New York, 1960.) p. 49

39 W. C. Shutz, "The Leader as Completer" (Mimeographed paper - University of Alberta, 1970.) p. 1

effectiveness. The leader's function became that of a completer,

> to observe which functions are not being performed by a segment of the group and enable this part to accomplish them. In this way the leaders function was to minimize the area of group inadequacies.[40]

Beyond group syntality, other researchers, Hemphill, Cartright and Zander, and Stogdill, extended their approach to include the attainment of group goals, task achievement or solution of mutual problems.[41] The individual was still viewed as constituting the essential elements to leadership, but his function extended to coordinating the activities of the group members in their task towards attaining their common goal.[42]

Status (position), esteem (value), and behavior (acts), provide a three dimensional approach to the examination of leadership.[43] Through such an approach all types of leadership can be explained and classified. Status, and esteem, were historically the first concepts investigated. Interest in their part of the leadership system led to the trait series of studies and an investigation of influences of group syntality, task, and situation, to the leader. The behavioral approach recognized the vital roles played by the leader as a facilitator, influencer, initiator, or change agent.

The common usage of the term leader refers to the person that leads; "implying a going ahead to show the way and often to keep those

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40 W. C. Shutz, Op. cit., p. 5

41 M. C. Ross and C. E. Hendry, New Understandings of Leadership, (Association Press, 1957.) p. 24

42 B. M. Bass, Op. cit., p. 58

43 Ibid., p. 447

that follow under control";[44] or to the person that guides; "implying intimate knowledge of the way and of all its difficulties and dangers";[45] or as a person who has commanding authority or influence. The leader as an influencer or a facilitator is common to the approaches used by Rubin and C. R. Rogers, in their studies of educational leadership, to the philosophy of physical education leadership as seen by Webster, and Nixon and Jewett, as a basis of consultation for psychologists Rowell, Rasmussen, and Truax, to the leadership problem among business as explored by Oates, and Stogdill, and to the problems of general leadership development as examined by Fiedler.

In educational leadership development, one common hypothesis stresses the effective leader as an

> arranger of organizations so that materials, human resources, incentive and structure are correlated in a thrust to organizational achievement.[46]

To be an effective influence the educational leader must first have found a healthy balance between the goals of the organization and his personal goals. The leader as an influencer in physical education should provide the opportunity and stimulation for growth and attainment of maximum potential of his students.[47] His influence should be geared to the process of acting more than the process of knowing.[48]

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44 Webster's Seventh New Collegiate Dictionary, (A Merriam-Webster, Thomas Allen and Son Limited, Toronto, 1967.) p. 320

45 Ibid., p. 479

46 L. J. Rubin and J. C. Parker, Frontiers in School Leadership, (Rand McNally Curriculum Series, Chicago, 1970.) p. 146

47 J. E. Nixon and A. E. Jewett, An Introduction to Physical Education, (Seventh Edition, W. B. Saunders Co., Toronto, 1969.) p. 6

48 R. W. Webster, Philosophy of Physical Education, (Wm. C. Brown Co., Publishers, Dubuque, Iowa, 1965.) p. 77

and in other social experiences forced on the young child. This behavior is referred to as a primitive form of leadership called behavior contagion. This behavior is typically characterized towards a goal not seen by either participant before it is achieved.[55] In the school system, the teacher, as a leader, has been seen to provide a more informal and influential classroom climate, which enhances learning. The immediate goals are to motivate others by changing the participants' goals and by initiating means for them to cope with their needs.[56]

The title, change agent, has been designated by some professionals to imply only to

> the professional person who attempts to influence adaptation decisions in a direction he feels is desirable...seeks to secure the adaption of new ideas...and functions as a communication link between two social systems.[57]

To education, such an individual leader, is becoming more acceptable mainly to fill the gap between research and its practical application. However in a position of importance, the dynamic nature of the change agents role would lead to instability between maintaining the system and initiating new functions to progress. Therefore the effectiveness of the change agent as leader requires scrutiny of the forces of control available in leadership.[58]

To develop a good change agent leader, intangible basic po-

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55 H. Dimock, "Factors in Growth: Individual Growth and Organizational Effectiveness." (Mimeographed Paper, SGWU, Montreal, 1970.)

56 L. Berman, New Priorities in the Curriculum, (Charles E. Merrill Pub. Co., Ohio, 1968.) p. 190

57 P. L. Miller, "A Man To Fill the Gap: The Change Agent" (Journal of Health, Physical Education and Recreation, AAHPER, Washington D.C., Oct. 1969.) p. 34

58 J. M. Lipman, Op. cit., p. 119

The consultant-patient relationship should be a helping one where the leader provides specific advice as an expert, information as a resource, or learned skills from the capabilities of a process consultant.[49] Directed to both behavior and cognition, the consultant or the psychology leader, can communicate through the means of accurate empathy, nonpossessive warmth, and genuiness to be effective.[50]

In business, the influence of the leader is on an organized group in its task of goal setting and achievement.[51] The leader's influence has been found most effective when the associates can achieve their personal goals by contributing to the organization's goals.[52] To be effective, it is hypothesized that a leader must assume responsibility of both the total task relevant activities and the influencing function of the group.[53]

The initiator role of the leader is a reflection of the need of society to control modern progress. The young child often stimulates others, whose resultant change, or lack of change in behavior, in turn, stimulates the first member.[54] This occurs easily during play

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49 K. Rowell and R. V. Rasmussen, "Consultation" (Mimeographed paper, University of Alberta, May, 1972)

50 C. B. Truax, "Some Implications of Behavior Therapy for Psychotherapy" (Mimeographed paper, University of Alberta, Recreation 371.)

51 M. C. Ross and C. E. Hendry, Op. cit., p. 122

52 J. F. Oates, Jr., The Contradictions of Leadership, (Appleton-Century-Crofts, New York, 1970.) p. 11

53 F. E. Fiedler, A Theory of Leadership Effectiveness, (McGraw Hill Book Co., New York, 1967.) p. 7

54 B. M. Bass, Op. cit., p. 447

tentials such as depth dimension and inner choice, the personal centre of imagination, sensitivity, and courage; need emphasizing along with the more obvious potentials of psychological knowledge, intuitiveness, observation, listening, evaluation, and skills.[59]

Although leadership seems to be composed of intangible needs, the needs of societal man can be demonstrated. Levy suggested that all recreation needs could be classified as expressive or instrumental and utilitarian. Recreation leadership needs to consider the type of the need as either a biological and physically oriented drive reduction one (instrumental) or as a push to self-realization through growth motives (expressive).[60] The factors chosen by the leader will be dependent on the leader's recognition, and identification, of the group and individual needs from their exhibited behavior and verbal communication towards a group set common goal. Being flexible to cope in all situations may be impossible because of the variety of demands and expectations made by groups and individuals. The leader is the individual with the ability and knowledge to provide effective leadership by helping the group experiment with change, meet its challenge, enjoy success through goal achievement and initiate future task progress.

Summary:

Leadership was found to have a complex structure with various methods, levels and interactions involved. In the literature leader-

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59 C. G. Kemp, Op. cit., p. 170

60 J. Levy, "Recreation At The Crossroads" (Journal of Health, Physical Education and Recreation, AAHPER, Washington D.C., September, 1971) p. 52

ship effectiveness referred to the leader's influence on group syntality (cohesiveness). Group syntality included the satisfaction of the interpersonal needs of inclusion, control and affection. The leader's personality and character traits were found to consistently affect the quality of leadership.

Status (position), esteem (values), and behavior (acts), were stated as indicative of leadership. The leaders status as superman, hero or prince covered the spectrum of leadership as initiator and change agent; influencer and facilitator, authoritarian and director. The esteem of leadership was found to be a balance between personal and organizational goals in education, physical education, and business. In consultation, this role was found to be that of provider of specific information for task completion. In recreation, all these roles could be applied once the dimensions of expressive or instrumental goals were determined. The process of influencing the activities of a group or of individuals was found in the tasks of goal setting and goal achievement.[61] These processes were found to be flexible enough to apply to most demands of the group. Contagion leadership was found effective among younger children to increase goal satisfaction.

III. THE GROUP

A group can be defined as "two or more individuals interacting in pursuit of a common goal."[62] Towards a more specific definition,

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61 R. M. Stogdill, "Leadership and Structure of Personal Interaction" (Research Monograph #84, Bureau of Business Research, Ohio State University, 1957.) p. 3

62 C. A. Gibb, "Definitions of the Group", (C. G. Kemp, Perspectives of the Group Process - A Foundation for Counseling with Groups, Houghton Mifflin Company, Boston, 1970.) p. 26

the group has been differentiated from the organization in an attempt to discover the nature of the social interaction system. In this scheme the group is a social interaction system with a minimum of structure. An organization refers to a social interaction system in which differentiation of expectations creates a structure-in-interaction, or an organization. Discrimination between the group and the organization is the basis on which Stogdill constructed an Organization Theory.

Interpersonal relationships are the basis for understanding leadership and its relation to the group process. The group process depends on the members' ability to think, listen, feel, make decisions, communicate, interact, and on their personal experience and goals.[63] By combining the objectives of group content and group processes, H. S. Coffey constructed a diagramatic schema, to help clarify the nature of the group. (See Figure 3.) The organized recreation group is represented in this schema as having characteristics of both the psyche and socio group processes.[64] Its heterogeneous age grouping, and voluntary membership status working towards a visualized goal differentiates this organization from either a relationship oriented psyche group or a task oriented socio group process. However, organized recreation can function in either of these structures depending on its goal, its members, the task, and the situation.

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63 C. G. Kemp, Op. cit., p. 91

64 H. S. Coffey, "Socio and Psyche Process: Integrative Concept", (C. G. Kemp, Perspectives on the Group Process - A Foundation for Counseling with Groups, Houghton Mifflin Co., Boston, 1970.) p. 50

	(Informal play groups			
	(			
PSYCHE	(Gangs		Committees)	
	(		)	
PROCESS	(Therapy groups	Organized	Action groups)	
	(	recreation	)	SOCIO
	(Cliques	groups	Government)	
			groups)	PROCESS
			)	
			Industry)	
			groups)	

Figure 3. Socio and psyche group process.[65]

The structure of the group helps to determine the style of leadership and is dependent on many group factors. The main influential group factors include 1. group syntality (cohesion), 2. setting, 3. climate, 4. involvement and participation, 5. interpersonal relations, 6. motivation and 7. problem solving.[66] In the Organization Theory the group structure is described in terms of the behaviors of the members in interaction, performance and expectations.[67] The classifications of different group structures and leadership styles are identified as authoritarian, democratic, group centered and T-group. After four years of observation in a furniture factory, Rosen concluded that the leader's role could be successfully filled when there was evidence of an equilibrium among the group factors.[68]

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65 Ibid., p. 51

66 L. P. Bedford, "Group Forces Affecting Learning", (C. G. Kemp, Perspectives on the Group Process - A Foundation for Counseling with Groups, Houghton Mifflin Co., Boston, 1970.) p. 121

67 R. M. Stogdill, "Organization Theory" (J. D. Thompson, Organizational Design and Research, University of Pittsburg Press, 1967.) p. 49

68 N. A. Rosen, Leadership Change and Work Group Dynamics, (Ithaca, New York, 1969.) p. 37

Research agrees that the group exists to satisfy need. Group function can inhibit or facilitate satisfaction of the group need and contribute to group growth. The psychologists have been instrumental in most of the research done in this area. Dimock hypothesized that the factors contributing to group growth are similar to those contributing to individual growth through interpersonal needs. They are identified as inclusion, control and affection (intimacy). Their developmental relationship is linear in individual growth and more spiral in group growth.[69] See Figures 4 and 5.

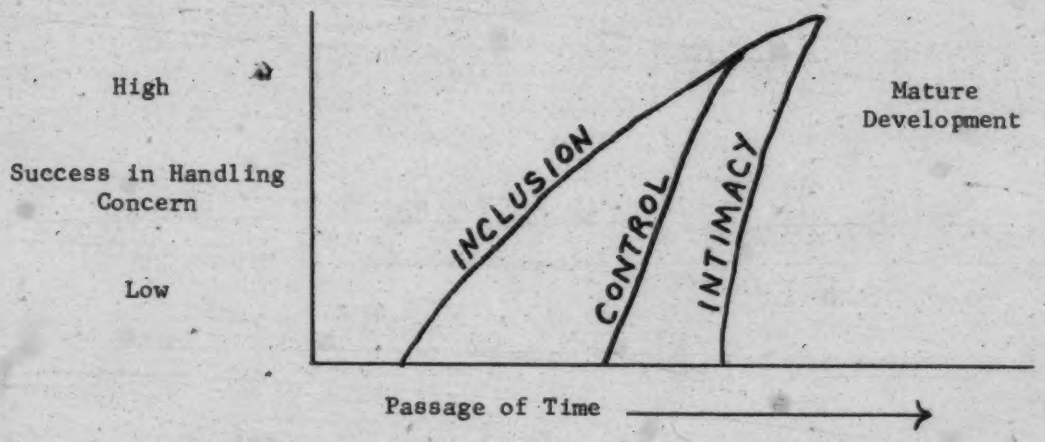

Figure 4. Individual growth through interpersonal relationship needs.

		and so on
	Intimacy	
	Intimacy	control
Development	Inclusion	
of	Intimacy	control
Group	Inclusion	
	Intimacy	control
	Inclusion	
		control
	Inclusion	

Time on each dimension

Figure 5. Group growth through interpersonal relationship needs.

69 H. Dimock, Op. cit., p. 3

For successful group function, to help the individual is to help the group towards maturity. Maas' measurement of the changes in leader perception relative to group factors and personality reaction, provides a method of evaluating the leadership effectiveness.[70]

Communication is the form of interaction directly related to the function of the group. Without some form of communication the group cannot exist. A group breaks when the three dimensional relationship breaks among the individual to individual, the individual to the whole group, and the whole group to the individual.

Shostron's hypothesis of four major types of manipulative response forms and behaviors, i.e. blaming/anger, conniving/strength, placating/love, and avoiding/weakness, try to account for the importance of feelings in maintaining successful group interaction.[71] With the increase of defensive arousal, the communication effect decreases, indicating that a constructive openness, not defensive communication, is most effective in promoting group interaction.[72] The more superior general or technical competence the leader possesses, the more effective the group interaction and indirectly, goal accomplishment will be. The danger is that a specialist teaches the content specific and unique to his specialty and expects the follower or student to integrate their learning with reality.[73] Two-way communication and awareness of reality

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70 C. G. Browne and T. S. Cohn, The Study of Leadership, (Interstate Printers and Publishers Inc., Danville, Illinois, 1958.) p. 285

71 E. Shostron, "Manipulative Response Forms and The Freedom to Be" (The Freedom to Be, C. R. Rogers, Prentice Hall, 1972.) p. 20

72 J. L. Wallen, "Description of Feelings" (Northwest Regional Laboratory, Mimeographed Paper, Portland Oregon, July, 1968.) p. 1

73 C. G. Kemp, Op. cit., p. 66

will help the specialist to overcome this breakdown in communication.

Other skill components have been hypothesized as important in the attainment of effective leadership. Control of the group situation is one component.[74] To Gouldner, it is the interaction between the group situation, and those skills dictated by culture, which affect group status.[75]

Summary:

The group has been differentiated from the organization by its structure. The group has a minimum of structure. The organization has a structure-in-interaction differentiated by the member's expectations. Group structure has been classified as authoritarian, democratic, group centred, and T-group. Classification depends on the form of the members in interaction, performance and expectations. Leadership style results from group structure.

Group content and processes interact to affect leadership. Organized recreation groups function as a combination of psyche and socio processes depending on their goal, its members, the task, and the situation. Research agrees that the group exists to satisfy needs and contribute to growth. Group function was contributory to group effectiveness and leadership success. Communication, the form of interaction directly related to group function, must exist to establish and maintain the group. A group breaks when one of the three dimensions of interaction fails. Components of each dimension have been suggested to main-

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74 M. Tarcher, Leadership and the Power of Ideas, (Harper and Row, Publishers, New York, 1966.) p. 32

75 C. G. Browne and T. S. Cohn, Op. cit., p. 76

tain group interaction through leadership. The dynamic nature of the group, its levels, structure and function all affect the quality of leadership.

IV. LEADERSHIP THEORY

Trait Theory:

Prior to World War I, the leader was considered a unique type of individual who possessed a quality or set of qualities particular to successful leadership. The leader's traits were the only variables considered to effect his performance in a group situation. The trait theory assumes,

> that leadership is something that resides in the individual, something that he brings to a group and someone that is capable, under almost any circumstances of producing the same results in different groups and in different situations.[76]

In 1931, Cowley conducted a study of different leadership groups that indicated the leader traits found unique to one type of situation were not necessarily unique to another situation.[77] In 1948, Stogdill examined one hundred and twenty-four studies of traits, but was unable to locate any common set of traits.[78] The data could not be compared due to the wide variety of definitions in leadership, the inadequate measurement devices, and the haphazard approaches used to separate the leaders from the followers. Stogdill's conclusions were that the individual was a leader not just by virtue of some combination of personality traits, but also by the virtue of the situation and the inter-

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76 M. C. Ross and C. E. Hendry, Op. cit., p. 21

77 C. G. Kemp, Op. cit., p. 156

78 J. M. Lipman, Op. cit., p. 127

action between leader personality and the situation.[79]

Although the trait theory has been abandoned as the sole indicator of leadership, and despite the modern emphasis on psychological knowledge, the research has provided theorists with evidence that the characteristics of the leader directly influence the quality of his leadership. This type of information was achieved through the introduction of a method of measurement, sociometry. Measuring leadership phenomenon to individual differences in interpersonal capacity, H. H. Jennings, used the sociometry technique and found it a reliable and valid tool.[80]

Functional Theory:

In 1948, Knickerbocker suggested that the leader was a product of his functional relationship to a situation. The needs of the group, as defined by their common goal, and the nature of the situation within which the group is attempting to operate, were studied and found instrumental to the emergent leader.[81]

The emphasis on the goal orientation approach demanded that group variables be considered and identified. A theoretical base assumed that relatively few dimensions such as interaction potential, motivation, and status differentiation, can account for most of the situational variation found in leadership and group behavior.[82] The relevancy of the goals to the group was found to determine attitudes

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79 Ibid., p. 122

80 C. G. Browne and T. S. Cohn, Op. cit., p. 41

81 Ibid., p. 3

82 B. M. Bass, Op. cit., p. 21

of satisfaction for the members and to effect group syntality and group effectiveness. In a study of roles done with navy personnel, Stogdill found that the leader behavior corresponded to the expectations of the group.[83] The reason he gave was the mixture of different experiences, needs, personal goals, and commitments of the individual group members. While manipulating the variables of the group function, the relevance of the situation emerged. It was noted that the "self confidence of a work leader may disappear in a parlor situation or the dominant leader may become shy when placed in a situation in which his skills were not useful."[84] Further theories of leadership development are based on these findings, which take the nature of the leader, the situation, and the group into consideration.

Situational Theory:

In developing educational leadership, Saunders was influenced by the necessity of changing the leader to stay abreast with modern society and culture.[85] Although he broadened the scope of training to bring all the available resources to bear on the problem, his conclusions were that anyone can lead. The situational factors increase the chances of promoting change towards group effectiveness through active involvement, relevant goals, individual and group participation and co-operative group atmosphere. For effective leadership the importance of each individual, and his contribution to the group must be recog-

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83 R. M. Stogdill, "Leadership, Membership and Organization" (Psychology Bulletin, 47, 1950.) p. 7

84 M. C. Ross and C. E. Hendry, Op. cit., p. 26

85 R. L. Saunders, Op. cit., p. 93

nized and the opportunity for that individual to participate in the group be provided.[86]

The group situation is reciprocal to leader attitudes, ideals, and techniques.[87] Leadership is something that grows. Neither the certain qualities of personality and performance, nor previously experienced acceptance as leader, is enough to ensure effective group leadership. Bass found that the members most likely to change the behaviors of others were talkative, active participants with more energy to be involved than the average member.[88] Open active communication facilitates group satisfaction when the leader assumed the role of central person. Most often this role is due to his access to information rather than a greater opportunity to interact.

Communication is the key to successful leader and group relationships. Rubin has schematically designated three communication systems, the concom, the kite, and the wheel. (See Figure 6.) His studies show that if the leader possesses too much task skill, his interest in the group problem solving activities will be little, his superiority over the group evolves to set up a wheel communication system.[89] The chances for member interaction decrease and authoritarian leadership is established. If the leader works with the group towards building task skill, more interaction and communication can occur as diagrammed by the concom system. Under these conditions, member partici-

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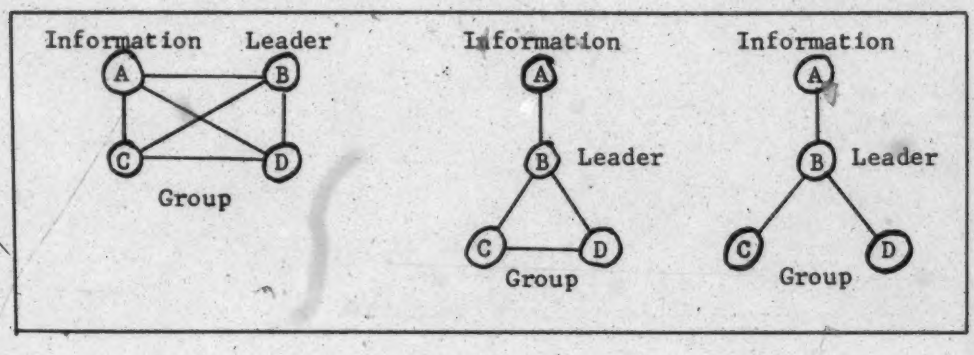
86 Ibid., p. 93

87 B. M. Bass, Op. cit. p. 116

88 Ibid., p. 385

89 L. J. Rubin, Op. cit., p. 106

pation in proportion to their expertise, can be encouraged and utilized.[90] The leader needs to possess the ability to perceive problems, and relate them to the particular working circumstances. Different styles of leadership require different approaches to influence people. For example, arbitration requires different tactics from discussion.[91]



Concom Kite Wheel

Figure 6. Communication systems in groups.

Organization Theory:

Stogdill's Organization Theory is important to leadership as all structured groups can be considered organizations. It is the guide to action and predicted consequences of action for the Administrative Theory. The focus is on the processes and relationships rather than techniques.[92] The dynamic nature of the organization make constant revisions necessary since the theory is concerned with what exists in an organization, not what ought to exist.[93] The organization is developed

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90 F. E. Fiedler, Op. cit., p. 219

91 L. J. Rubin, Op. cit., p. 149

92 J. D. Thompson and V. H. Vroom, Organizational Design and Research, (University of Pittsburg Press, 1967.) p. 25

93 C. G. Browne and T. S. Cohn, Op. cit., p. 675

as a system of interrelated variables such as departmentalization, structure and operations. Its structure is described rather than the process so that a leader can assess a group situation prior to his entry. The task structures are treated as functions of the organization.

> Knowing nature, technology, size and complexity of the task to be achieved can design a structure of positions, assign function, specify status relationships, outline communication and determine flow of operation to achieve the task.[94]

The group is regarded as an input/output system. The inputs are group member interactions, expectations, and performances, which in combination account for the development of a group structure, to initiate and maintain group operations. The outputs describe the achievements of the group in terms of drive, cohesiveness and productivity.[95]

Stogdill's theory is not adequate by itself to understand the total dynamic nature of leadership but it does provide an insight into the complexity of the organization where a leader is required. Leadership is an aspect of the group life, an institution which develops in all types of social organizations. It is a status, influence or authority accepted by all members of an organization.[96]

Interpersonal Relationship Approach:

Interpersonal relationships through a range of human conduct, such as communicating, co-operating, changing, problem solving, and motivating, is Knowles and Saxberg's approach to increased leadership

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94 R. M. Stogdill, Op. cit., p. 11

95 R. M. Stogdill, "Basic Concepts for a Theory of Organization" (Management Science, 13:10, June 1967.) p. B 668.

96 H. P. Knowles and B. O. Saxberg, Op. cit., p. 73

effectiveness. They postulate that to understand an individual's behavior, that individual's frame of reference and his goals must be understood. The personal self (I), and the social self (We), and the culture, provide a model of interaction on which to achieve change and progress.[97]

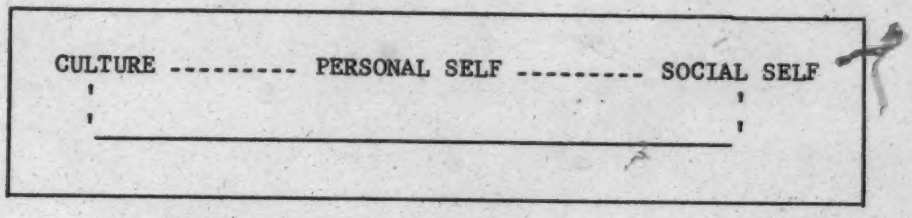

Figure 7. Model of interaction.

The proposed framework of change is to build on the individual's capacity to change himself, and to gain strong rapport and communication between the leader and the individual.[98]

To understand the process of leadership more, Knowles and Saxberg developed a framework of the various change processes. (See Appendix C for further detail.) This model is useful towards developing leadership in a single area such as recreation because of its dynamic nature and wide scope.

Interdisciplinary Approach:

An interdisciplinary approach was suggested by the investigators Morris and Seeman in 1950, to analyze leadership. A model resulted, based on relationships among group and individual factors as re-

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97 Ibid., p. 135

98 Ibid., p. 135

sultant, determinant, or concomitant to leader behavior.[99] (See Appendix C for a detailed description of this model.) To determine leader effectiveness, the criteria used were increased group cohesion (syntality), achievement of goals, and the leader's promotion.[100]

The extent to which a group actually rewards its members can be a measure of leader effectiveness. The effect of leader behavior can be determined through analysis of leader style and status. Status refers to whether the leader attempts to establish himself in the leader role of the group, whether he successfully effects a change in behavior even if the group goals were not achieved, or whether his group effectively attains their goal and progress. These types are often referred to as attempted, successful, and effective leadership respectively. They are a convenient method of defining leadership. In the model presented by Bass, leadership styles are identified in relation to their prime orientation. A task oriented style would presuppose that completing the task is more important than attaining intergroup relationships.[101] A relationship oriented style would presuppose the opposite. In the self-oriented style, leadership depends on the power of the position and the charisma of the leader to accomplish any goals. In the interaction oriented approach the leader is oriented towards obtaining group syntality, individual interaction, and all member participation and involvement. Leader behavior is considered in terms of Stogdill's input/output components. The paradigm is an interdisciplinary approach because it involves the work from related fields to con-

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99 B. M. Bass, Op. cit., p. 88

100 C. G. Browne and T. S. Cohn, Op. cit., p. 120

101 B. M. Bass, Op. cit., p. 450

tribute to understanding effective leader behavior.

Leadership style is seen as a reflection of personality, the process of development and growth. To be effective, leadership must meet these dynamic needs of the members and organization. The organization is an instrument of man. His skills to increase his influence in the organization are in listening, and in communicating, in diagnosing human situations, and in planning and implementation of change.[102]

Theory of Effective Leadership:

The most influential theory describing the leader is the Theory of Effective Leadership by F. Fiedler. The theory uses principles found relevant throughout leadership research. The basic model is the Contingency Model which hypothesizes,

> The effectiveness of a group is contingent upon the interaction between the leader's style of relating to his group members and the degree to which the situation enables the leader to exert influence over his group.[103]

The theory provides a conceptual framework to match the job (situation), and the leader (individual).

Fiedler's theory uses leadership style as the most relevant aspect to leadership effectiveness. Leader style is the result of two factors, leader personality and situational factors in the leadership situation. He devised scales to measure these components. The Least Preferred Co-worker scale (LPC), and the Assumed Similarity between Opposites scale (ASO), were measures of leader style. The degree which leadership situation provides the leader with influence, was measured

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102 H. P. Knowles and B. O. Saxberg, Op. cit., p. 3

103 F. E. Fiedler, Op. cit., p. 131

in terms of situational favourableness.[104] Leader effectiveness was measured by goal output.

Fiedler considered that all leadership styles were a form of two major leadership situations, task oriented or group oriented. The former group exists for the purpose of performing the task and the leader's behavior which usually can range among autocratic, authoritarian or initiator roles.[105] The latter group exists to promote the psychological well being of members and the leadership role may be considerate, permissive, equalitarian or democratic in nature. However, the nature of the group is also a discriminating factor to effective leadership. Despite the emphasis on one single leadership style, Fiedler cautions that one type of leadership behavior is not in itself better than any other, nor is one style of leadership behavior appropriate for all conditions.[106]

Fiedler identifies three major types of groups. The interacting group requires the leader to coordinate their efforts towards a common goal. The leader's main job is to motivate the group members to achieve their goal. In a counteracting group situation, the split groups aim to negotiate differences towards a common solution. The leader's role is to facilitate communication between factions.[107]

His theory concludes by matching the various components of leader style to the situation. For example, a task-oriented leader is

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104 Ibid., p. 126

105 Ibid., p. 16

106 Ibid., p. 247

107 Ibid., p. 20

most effective in both favourable and unfavourable situations. In an intermediate situation, a relationship-oriented leader is most effective.[108] Where a leader feels less well accepted by the group, a task-oriented leader can perform effectively.[109] For tackling unstructured tasks, the group directed by a task-oriented leader who experienced pleasant group atmosphere, performed better on all tasks.[110]

Summary:

A theory of leadership does not exist as a separate entity. Both the Contingency Model in the Theory of Leadership Effectiveness, and the Organization Theory have had a great influence on leadership development.

The trait theory emphasizes the importance of personality and character traits for leadership effectiveness. Its influence remains not as a sole determinant of success but as a direct influence on the quality of leadership. From the functional theorists, it has been found that the effect of group goals, group situation, and group needs interact for successful leadership. From the situationalists, group variables such as interaction, motivation and status differentiation, have been recognized as part of leader and group behavior. Their contribution to understanding leadership was the recognition of the nature of leader and group and of the task and group situation. Educational leadership was successfully patterned on this approach to understand each individual and his potential contribution to the group. Leader-

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108 Ibid., p. 180

109 Ibid., p. 120

110 Ibid., p. 129

ship was found not to occur from previous experience but from the active perception and assessment of the individual, group, and situation.

The leadership components stressed throughout the research indicate the most important to be that of perception of the situation and of communication. The interdisciplinary approach to leadership hypothesizes some prime variables as resultant, concomitant, or detrimental of leader behavior. For this approach, measurement of leader effectiveness was established through group syntality, goal achievement and leader satisfaction. Leadership types were acknowledged as attempted, successful or effective. Leadership style was designated as either task or relationship oriented.

A model of interaction, proposed by Knowles and Saxberg, indicated the need for the leader to understand the individual in order to understand the group. Change processes were hypothesized to exist on an existential-humanistic base, but their work stressed that for change to occur effectively, the individual must accept it into his unique capacity.

Stogdill's Organization Theory, treated all groups as organizations. Organized recreation groups can be examined through the application of the input/output model. The focuses are on the processes of the existing group leadership relationships. Group inputs of member interaction, expectations, and performance; and group outputs of drive, cohesiveness, and productivity, show leadership as an aspect of group life. Effective leadership becomes a status, influence, and authority, accepted by all members of the organization.

Fiedler's Contingency Model in the Theory of Effective Leadership, is the modern approach to understanding leadership. Leadership

is seen as contingent on leader style and the situation. Leader style is determined by (1) the goal, group oriented or task oriented; (2) leader behavior, authoritarian or democratic; and (3) group type, interacting, coacting, or counteracting. The situation is designated as structured or unstructured and measured in terms of favourableness on two scales of leader and member interaction.

V. LEADERSHIP TRAINING

Training refers to a systematically planned approach to learning.[111] Learning evolves from the organized process to modify individual behavior. The process, to be of maximum effectiveness should combine the three basic areas of human growth, the motoric, affective and cognitive.[112] The motoric area includes all skills required for effective functioning. Physical skills in several sport or craft activities are part of the motoric learning area, but so are the skills of communication, perception and application of ideas. The affective area includes all value and attitude developmental structures. Knowledge and information, both general and specific, fall into the cognitive area. By working with all three approaches, behavior change can occur.[113] Using an inductive approach, the emphasis is placed on the general training of an individual for any general job, whereas the deductive method uses a job-oriented training approach. This latter approach is specific to one type of leader placement. The expectations of the or-

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111 M. B. Miles, Learning to Work in Groups, (Teachers College Press, New York, 1970.) p. 2

112 L. Nadler, A Process of Training Leadership, (Leadership Resources, Inc., Washington, D.C., March 1968.) p. 3

113 Ibid., p. 11

ganization, and the job standards are developed prior to training; needs are identified, objectives are determined, curriculum is developed, and the methods and materials are selected along with any instructional resource. Training occurs and then is evaluated through feedback. Nadler's scheme acknowledges that training is a process. It is only one way to help people achieve their potential.[114]

Nixon and Jewett's approach to leadership training agrees with Nadler's modification of behavior; and process-oriented approach. Professional preparation includes two years of general education, two years of general professional preparation and one year of specialization.[115] Through the process, the potential leader would be expected to understand the significance of leisure in culture and the skill in, and an appreciation of, a wide variety of leisure-time activities. The broad concepts encompass more than the formal subject approach. Change is obtained through a shaping process of the individual.[116] This process would follow the already established fundamental educational generalizations -

1. Changes and modifications result from the individuals own activities.
2. Experience is acquired as a result of internal or external stimuli of the environment or situation.
3. Feedback and reinforcement increase efficiency of learning although all stimuli have an effect in some way or another.
4. All responses involve the integrated human organism.[117]

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114 Ibid., p. 15

115 J. E. Nixon and A. E. Jewett, Op. cit., p. 9

116 L. Nadler, Op. cit., p. 49

117 J. E. Nixon and A. E. Jewett, Op. cit., p. 51

Nixon and Jewett's approach emphasizes the importance of helping the individual see the similarity between the playground situation and ordinary walks of life. Transfer can occur only when the similarity is recognized between reality and the concept being taught.[118]

Acquisition of skill in an activity is important to the individual. Without skill, disinterest, boredom, and other factors discourage participation. The fact remains that great numbers of people abandon all interests for no other reason than the discouragement attendant upon lack of progress or skill. Therefore, the recreation leader needs to have experienced a basic success in most skills or his tendency will be not to encourage participation in those sports in which he did not achieve satisfaction. He may not fulfill his aim to provide the opportunity for optimal development of each individual's potential.[119]

Any training aims at change in the person's behavior. Effective group training processes involve the whole person, in practice and improvement of skills under psychologically safe conditions. Learning is presented as a cyclic process of an experimental, diagnostic nature in a supportive group situation.[120] This process has proved successful in improving group behavior.

Adair's naval research led him to advocate a leadership training functional approach based on an interaction of theory and practice.[121] Leadership can be learned but not taught. Therefore creating

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118 Ibid., p. 225

119 Ibid., p. 240

120 M. B. Miles, Op. cit., p. 47

121 J. Adair, Training for Leadership, (Macdonald: London, 1968.) p. 73

a situation where task, individual, and team interaction provides the opportunity for the potential leader to assess the group needs. Then following the hierarcy of human needs in the individual the leader tries to apply the missing levels from Maslow's basic pyramid model to obtain group satisfaction.[122] The basic physiological needs are the base; then safety, social, self-esteem and self realization needs follow.

Snyder and Scott, proposed that, to be effective, the leader needs to go beyond the skills of the activities to understand group morals and ethics. To be effective, the leader needs to know an adaptability to evoke changes in finance, community size, cultural levels, and public attitudes in recreation.[123] Therefore training would need to include a breadth of interrelationship material.

For educational progress, Berman found that the rapidly changing face of knowledge necessitated the need to make the content relevant to the process. Training would be most useful, if the process skills were studied. This includes the skills of perceiving, communicating personal meaning, knowing, showing concern, organizing systematically, creating, decision-making, and dealing with the ethical.[124] Then the leader could look beyond his own field. The aim is to develop a process oriented training programme to help the leader achieve,

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122 Ibid., p. 15

123 R. A. Snyder and H. A. Scott, Professional Preparation in Health, Physical Education and Recreation, (McGraw Hill Book Co. Inc., New York, 1954.) p. 43

124 L. M. Berman, Op. cit., p. 4

1. Spatial transcendence (comfort in various surroundings)
2. Intentional temporality (awareness of time use)
3. Integrity of self-hood (ability of self to face eventualities of the situation)
4. Think - feeling cohesion (integration of values and expectations of group/organization)[125]

Saunder's belief that no one person is a leader, affects his suggestion for specific leadership training. He cautions that no effective education is possible until there has been a successful identification and evaluation of underlying assumptions and principles. A comprehensive training programme should attempt to give an overview of the skills and responsibilities of the leader. The task for such a programme is difficult, due to the various situational demands on each individual. An open-ended programme includes continuous in-service training opportunities which arise as they are needed. No definite finite end exists. The practical-oriented approach assumes active participant involvement while the theoretically-oriented approach is based on established knowledge from a wide variety of interrelated areas. All approaches are based on current educational principles of effective learning.[126]

The leadership approach advocated by Hoyle is a contextual one with an emphasis on problem-solving. It is learning the way to learn, not just facts per se that leave leadership style to develop with experience. The orientation is contextual because it recognizes the importance of pursuing each specific problem in the larger setting of the

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125 Ibid., p. 17

126 R. L. Saunders, Op. cit., p. 73

social process.[127]

Research has failed to show that leadership training makes an organization more effective.[128] The problem of effectiveness is not in the process of training, but in the process of leadership. Based on the Contingency Model, Fiedler suggests the job be changed to suit the leader's capabilities and style, rather than try to mould the individual into a pattern of the ideal leader, and expect him to adapt to the demands of the organization. Training should match the leadership style of interaction and the degree to which the situation gives control and influence to the leader.[129]

Leadership is dynamic so training should be a series of supervised placements, changing to cover the whole scope of the organization. They should be long enough to provide a leader with experience in accordance to his style, but short enough to avoid change in the organization or group. Fiedler concludes,

> Training and job experience help the leader to increase his control and influence over his group. But how effective this influence will be depends upon the proper match between leader and the situation.[130]

The dynamic nature of leadership caused Biddle to state that leadership training is never complete as the capacity for human growth

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127 F. Hoyle and R. W. Holstein, Op. cit., p. 47

128 F. E. Fiedler, "The Trouble With Leadership Training Is That It Doesn't Train Leaders." (Psychology Today, February, 1973.) p. 23

129 Ibid., p. 26

130 Ibid., p. 92

is unlimited.[131] The leader's knowledge provides the group with the direction to their learning, as it originates from their common problem or stated goals. Initial leadership training must emphasize the need to attempt leadership. The leader's first role is as a catalyst in a specific group. It can be accomplished not by telling people what to believe and how to act, but rather by encouraging conditions which allow the community group or organization to work things out for themselves.[132]

Behavioral change is the result of group experience and total involvement rather than due to leader performance. The leader role is seen as an inducement to group co-operation, syntality and participation of each member. For this role, leadership training needs to focus on a broad comprehensive base including a background of psychodynamics, theories of learning and behavioral change, and foundations of group and group processes. Also culture, task, situation, and climate are not to be forgotten as part of the process. The leader can be instrumental in improving the social milieu by widening the field for participation.[133]

The aim for leadership training has been to develop a new psychological set so that the leader can anticipate change, recognize, accept, and adjust to it.[134] The leader's readiness to act would have to be generally developed to be effective in the dynamic situations

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131 W. E. Biddle, The Cultivation of Community Leaders, (Harper Bros. Publisher, 1953.) p. 52

132 Ibid., p. 139

133 C. G. Kemp, Op. cit., p. 205

134 C. G. Browne and T. S. Cohn, Op. cit., p. 418

presented by group members in attempts at goal attainment. It is known that man under environmental stress reverts to a secure well-ordered system which has previously been successful.[135] It is also known that established leader behavior is hard to change.[136] The community situation to which the candidate returns often does not increase the leader's motivation, as he must risk failure if he attempts a new pattern of behavior. In a workshop, Locke was able to change teacher behavior of 63% of those attending and encourage 75% to repeat behaviors related to those experienced at the workshop. His programme evaluation also indicated that demonstrations in real situations were useful in overcoming the credibility gap between specialist and candidate. The learning cycle patterns used were a success at making feedback available to all candidates. The single focus on one aspect made the objectives of the workshop clear and avoided the problem of diffuse objectives.

Ross and Hendry believe that leadership training can provide a leader with skills and technical competency but not with character or personality. Critical factors of motivation and task, decision making and risk taking, the ability to communicate and interact with a group, are all part of leadership. They all contribute to a leader's effectiveness. A leader needs to be developed through an apprenticeship, supervised programme, where the leader responsibilities can be balanced

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135 M. L. Pursel, "Beyond Motor Skills", (Quest, Volume 2, No. 3, March, 1973.)

136 L. F. Locke, "The Workshop That Worked", (Journal of Health, Physical Education, and Recreation, AAHPER, June 1970.) p. 21

with his ability.[137]

Brown presented a training programme for developing subprofessionals as neighbourhood workers. The atmosphere of training was particularly important, and was controlled to influence the attitude of the candidates. From a core group, the candidates learned a specific role and its relation to the total programme. The training consisted of supervised field work, consultation in groups with peers and professionals and formal lecturing. Their goal was to train paraprofessionals to think for themselves while working in close association with the professionals.[138]

One general leadership training manual, suggests that leadership training aims at changes in performance of people in the leader position.[139] Their programme developed leadership status by providing the candidates with practice in related skills and techniques. Their trainer helped them determine outside resources and apply the subject matter to their skills and techniques. They assumed that specific skills could be picked up on the job as long as the candidate had the basic capabilities. This functional view of leadership training, necessitated a programme that provided tasks in relation to specific situations. The danger as expressed by Lippitt from his research that

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137 M. C. Ross and C. E. Hendry, Op. cit., p. 137

138 B. Brown, A Guide for Training Neighbourhood Workers in a Community Action Agency, (EDRS, Washington D.C., July, 1967.) p. 73

139 -----, Training Group Leaders, (Adult Education Association, Washington, Pamphlet No. 8, 1956.) p. 38

leadership is not transferable from situation to situation.[140]

Carter acknowledged that leadership training would probably not change too many behaviors. He suggested that leadership training rely on establishing facts and principles of behavior, on increasing the leader's capacity to observe and assess a situation, and on presenting concepts and principles of personality development.[141]

Summary:

Training refers to a systematically planned approach to changing behavior. Considering the three basic areas of human growth: motoric, affective, and cognitive; the recreation leader must utilize the learner's physical skills, his perception and his communication skills to achieve an effective behavioral change. To train the leader for the specific task such as aquatic leadership, a deductive approach was advocated as most effective. Starting with a broad general base of general education and professional preparation, and following that by a specialization course, helped transfer of training to occur.

Success in basic skill acquisition was supported as contributing to leadership effectiveness. It was found possible to achieve understanding of basic skills through practice under psychologically safe conditions where feedback is relative and effective. Effective leadership training extended beyond the specific task activities to include: (1) sensitivity training; (2) understanding the process skills; and (3) having access to information. This comprehensive training approach

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140 G. L. Lippitt, Leadership In Action, (National Education Association, Washington D.C., 1961.) p. 26

141 C. G. Browne and T. S. Cohn, Op. cit., p. 474

is hypothesized to equip the leader to be flexible, to cope with the situational expectations and demands; and to integrate his activity with the community goals. Emphasis was on learning the way to learn.

Open-ended, continuous service programmes seemed to answer the leader's problems of coping with the rapidly expanding field of knowledge; the differing group expectations; and the demands of each situation. A series of supervised placements during training was found to be an aid to leadership effectiveness.

Leadership training has failed to provide more effective leaders. The fault has been hypothesized to be with the process of leadership more than in the process of training. To achieve effectiveness, Fiedler's suggestions included training that matched leader style with the degree of influence and control in the situation.

It has been shown that leadership training could not be effective unless leader's attempted leadership. The leader needed to be trained to anticipate the change, recognize, accept and adjust his group towards it. Under stress it was found that man reverted to a previously successful, well-ordered system. Training has been shown successful when the workshop created a basic system so that effective leadership became an integral part of each person's behavior. Leaders were provided with skills and technical competency training.

Core group training programmes supplemented with optional specialties, proved successful when training paraprofessional workers as consultant leaders. In training professional educators, this approach showed that transfer occurred most rapidly when theory, practice and consultation approaches were balanced.

VI. RECREATION LEADERSHIP TRAINING

Recreation is considered basic to our culture but participation is voluntary. Enjoyment and enrichment from recreational activities need to be learned.[142] In 1968 a manpower study by the Recreation Park Personnel Supply and Demand Study Group in the USA, concluded that organized recreation will need to employ 1.5 million people in 1980. The present number graduating from a four year curriculum in recreation is less than 2%.[143] Generalist and specialists are needed to organize and direct activities, teach basic skills, operate equipment and facilities for people of all ages.[144] Canadian trends should not be too different.

As part of a recreation team the leader needs to be trained to be responsible for developing relevant situations for the group to successfully achieve their goals.[145] The leader provides the support and encouragement to the group. Exposing the leader to a variety of situations doesn't necessarily mean learning will occur, but people are products of their social environment. They tend to do as they have seen or previously have done successfully. Awareness of the total skilled areas and resources available is only useful, if the leader is

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142 G. D. Butler, Introduction to Community Recreation, (4th Edition, McGraw Hill Book Co., New York, 1967.) p. 14

143 H. D. Sessons and P. J. Verhoven, Recreation Program Leadership and the Community College - Issues and Perspectives, (American Association of Junior Colleges, Washington D.C., 1970.) p. 4

144 J. T. Powell, "Need for Optimal Activity in Middle Age" (CAHPER, 36:3, May - June, 1970.) p. 18

145 J. S. Shivers, Leadership in Recreational Service, (MacMillan Co., New York, 1963.) p. 92

willing to experiment with change to relate his learnings to the situation. In leader training, talking about change and different skills, methods, principles, and content, would be only partially successful in preparing a recreation leader. A more effective approach would be to make the leader aware of specific information, clarify it in terms of the situation where it would be useful, attempt to instill attitudes and develop skill through practical application and try to use the total area of knowledge and methods of skill presentation within the subject.[146] Training should start with a given outline of basic skills and methodology followed by a combination of methodologies to use in various relevant experiences.

As a fundamental human need, education in the community needs to be integrated to include recreation as a part of living. A community can mature through participation in voluntary activity from the by-products of self-respect, dignity, and individual development.[147] Recreation leadership supplements general education through increased experience and understanding on three levels of community development. Availability of public information, participation, and undertaking an active part in their own community development, are all contribution benefits that increase individual concern for the total community. The recreation leader's role will emerge from the expectations of the community.[148] An Ottawa Study in 1964, indicated that community leaders

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146 Ibid., p. 383

147 C. R. Rogers, Freedom to Learn, ("Regarding Learning and Its Facilitation", Mimeographed Paper, Univ. of Alberta, 1970.) p. 159

148 F. Hoyle and R. W. Holstein, Symposium of the Requirement for Leadership in the 1980's, (University of North Carolina, 1967.) p. 15

learned the principles best when they learned them in relation to the practical realities in their own communities.[149]

Since swimming is a motor skill, aquatics requires specific leadership understandings to be effective. Considerations particular to leading a community in their involvement of complex motor skills include: (1) the necessity to know the nature of the learner, his ability to perceive and process information, and to translate it into satisfying participation in the sport; (2) the necessity to know the nature of the demands of the task, the skill desired, and the level of performance; and (3) the necessity to know how best to communicate the skill to the learner and the best way feedback can be used to evaluate, motivate, and develop an increased level of skill.[150] In skill development shaping in short cumulative steps, keen observation to identify and recognize progress, and individual attention to the participants is critical.[151] However, although these principles are applicable to general goal achievement, skill content plus the need to know the conditions, situation, and group characteristics, are needed in a leader training course.[152]

The approach used to train instructors and leaders for the CRCS programme is aimed at changing behavior to think, feel and act to

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149 G. B. Butler, Op. cit., p. 138

150 E. Buckolz and C. Alain, "Motor Skill Learning", (Quest, Volume 2, No. 3, March, 1973.) p. 8

151 M. Ellis, "Lets Develop Everybody's Skill", (Quest, Volume 2, No. 3, March, 1973.) p. 16

152 J. K. Hemphill, "The Leader and His Group", (The Study of Leadership, Browne and Cohn, Interstate Printers and Publisher Inc., Illinois, 1958.) p. 35

provide a safe, enjoyable aquatic learning environment.[153] The training programme incorporates an outline approach, to provide the candidates with a survey of the aquatic principles and methods available.[154] The CRCS leadership training programme aims to provide training and experience for potential Red Cross Water Safety Instructors in aquatic skills and teaching nonswimmers; to improve the water safety programme with able teaching assistants during and after the Leader Training Course; and to improve the continuity from the Senior award to Instructor.[155] The basis of the course is a practical teaching-training one, designed for fifteen year olds with a high degree of individual physical proficiency. They are trained to direct a group and to give instruction corresponding to the aims of the CRCS.[156] The leader training course is used by the CRCS to involve available talent in promoting the instructional programme. The CRCS leader is an assistant to help maintain the instructional system and to increase swimming skill and water safety.

The CRCS Instructor Training Programme has been revised to include both lifesaving and swimming instruction in its programme of training. The joint training of instructors is due to the co-operation of both CRCS and RLSSC in providing content to the course outline.[157]

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153 CRCS & RLSSC, Course Conductor Notes for Instructor Training, (CRCS, Toronto, September, 1972.) p. II-8

154 Ibid., p. S-4

155 CRCS, Water Safety Leader Training Course, (CRCS, Toronto, 1970.)

156 CRCS, Aqua Vues, (CRCS, Montreal, Quebec, November, 1968.)

157 RLSSC, Commonwealth Report, (London, England, 1968.) p. 14

Efficiency from the joint programme of this training is measured by the number of candidates receiving certification.[158]

The Ontario and Alberta Branch have been working together since 1967 to change the outline for the instructor training course. It is currently based on modern educational practice and learning theory. By 1972, the Course Conductor Notes included an approach concerned with exposing candidates to a greater understanding of the aquatic skills they were teaching. The method of communicating with the learners has become an important aspect of the course.[159] Despite the improved content, communication and observation skills are secondary. The instructor becomes more effective through experience.

The Programme Director's Course was to be revised at the Annual Meeting in 1973. The proposal was aimed at providing training for people who wished to advance to the position of operating a large programme.[160] The prerequisites being named included an active participation with successful teaching or coaching experience at the programme level with definite demonstration of leadership potential.

The 1973 Provincial Aquatic Workshop aimed at providing the opportunity for interested volunteers employed in the areas of aquatics, a chance to further develop their leadership skills.[161] In a nine day

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158 Ibid., p. 15

159 M. F. R. Smith, "A Hard Look At Teaching Methods", (Unpublished Paper, The Physical Education Specialists Council of Alberta Teacher's Association, Red Deer, Alberta, April 5, 1968.)

160 CRCS, Water Safety Service and First Aid (Annual Report of Central Council, May 7 - 8, 1973.) p. 8

161 ----, 1973 Provincial Aquatic Workshop, (Brochure, April 28, 1973.)

period, the workshop provided courses of two or three days in length including lectures, demonstrations and participation opportunities under the supervision of experts. The schedule covered most areas in aquatics but many overlapped in time, making it impossible to attend more than a limited number of offered courses. Each course was aimed at a specific goal chosen from the previous requests of the participants. Due to the shortage of time, content was often not made relevant to the particular needs of each applicant's communities needs, and too much material was often covered. The variety of areas covered was improved to allow more focus within a given specialty of aquatics. Evaluations from present programmes should help the Provincial Workshop to become more integrated with the needs of the candidates.

The Provincial Recreation Leadership School offered a core programme for two years. Each year the candidates were given the opportunity to select activity courses they felt would help them in the capacity of community leader. Swimming was one of the courses offered. Up until 1972, the emphasis was on attaining a level of physical skill in swimming as recognized by one of the major aquatic organizations, RLSSC or CRCS. The leader and instructor training courses were encouraged for those capable, as a supplement to enhance their leader training in the core programme. The aims of the programme in 1973 were,

> to teach basic theory, fundamental skills, teaching techniques, and water safety with the emphasis being on enjoyment of the water.[162]

Curriculum content was at the jurisdiction of the course conductor and was subject to approval by the Director of the core programme. Regular

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162 Alberta Department of Culture, Youth, and Recreation, Recreation Leadership School Catalogue of Activities, (Government of Alberta, 1973.) p. 5

meetings over a month period, candidates interested in water activity, available facilities, and sponsored communities to which to report back, suggest that all the variables for a successful leadership programme were present. An effective programme, based on a sound rationale could produce aquatic leaders.

Summary:

The demand for recreation leadership has been predicted to exceed the supply by 1980. The future recreation leader's task has been hypothesized to develop relevant situations for a group. Recreation trends suggest it is becoming a more integral part of the community. A leader with a broad comprehensive training would have enough knowledge of the basic skills to provide effective leadership through support and encouragement. Training which has been effective for preparing recreation leaders starts with a given outline of basic skills and methodology followed by a combination of methodologies to use in various relevant experiences. Since aquatics is a physical skill, activity leaders need to be made aware of the influence of understanding the nature of the learner, the necessity of knowing the demands of the task, and the importance of communicating skill through the use of feedback.

In the CRCS Instructor Training Programme, the instructor is given a variety of methods and skill knowledge without emphasis being given to communicating skills, or understanding the change processes. The existing leader training is for assistant instructors through a practical teacher training programme. With the combination of the CRCS and the RLSSC, a more comprehensive training can be expected. Priorities among the special aquatic skills, process skills and application

skills has still to be decided.

The Aquatic Workshop has been expanded to include a diversity of aquatic activities. Coordination among the Provincial Branches has provided a place for continuous aquatic leader training. However time, space, and the variety of community needs makes the Workshop an impractical place for establishing a core training programme for aquatic leadership.

The Provincial Recreation Leadership School provides the candidate with the opportunity to develop their leadership skills through a core programme. Although the activity courses of swimming in the past have concentrated on personal skill improvement, enjoyment was included as a major goal. The policy of the Leadership School has encouraged and supported change directed towards increased community involvement.

VII. CONCLUSION - AQUATIC LEADERSHIP

The spectrum of recreation aquatic leadership includes the roles of facilitator, influencer, consultant, director, initiator and change agent. The aquatic leader is an integral part of the entire community recreational organization. His aquatic interests influence his goals in all his recreational endeavours whether he is responsible for the playground or a youth group. Although his goal may be task or relationship oriented, the water media may serve the group goals.

Recreation aquatic leadership is contingent on the interaction of leader style and situation favourableness. Similarly, the inputs of member interaction, expectations and performance affect the group outputs of drive, cohesiveness and productivity in the area of aquatics.

Group and individual factors are probably concomitant, resultant or detrimental to leader behavior in recreational settings.

A broad comprehensive background training in a variety of skills with access to resource materials has proved successful for educational leader training. A core/option programme supplemented with open-ended continuous service programmes has also proved to be successful in developing trained leaders.

The aquatic leader, as part of the recreational team could meet the needs of the community and help eliminate the predicted recreational leadership shortage. The aquatic leader initially is not skilled or qualified by law to be responsible for aquatic safety. The safety of his group must be in the control of the CRCS-RLSSC qualified instructor or leader. The aquatic leader's role is to work with the swimming, outdoor education and waterfront staff of the community to encourage total community involvement; to facilitate group and individual enjoyment by suggesting different interest areas within the realm of aquatics; and to influence the community to enjoy, be safe, and skilled in, on, around, and under the water.

The aquatic leader's effectiveness should increase after the initial training in a core programme through optional courses taken with the CRCS or RLSSC and at the Provincial Aquatic Workshop.

CHAPTER IV

RATIONALE FOR AN AQUATIC LEADERSHIP PROGRAMME

I. INTRODUCTION

The rationale is to provide a conceptual framework for developing an aquatic leadership programme. The role the aquatic leader plays determines the direction of a leadership development programme.

Since leadership tends to be either task or situation specific, the selected concepts have been subdivided according to the phase of leadership development they affect; i.e. the goals, the presentation (method), or the content (skill and subject matter).

The Alberta Provincial Recreation Leadership School trains non-professional leaders to help with the recreation needs in their home communities. Basic swimming is the only aquatic activity offered. The need for an aquatic leader has been recognized and the emphasis is changing from providing regular opportunities for candidates to improve their own skills to one that helps prepare an aquatic leader. This rationale is built on the hypothesis that aquatic leaders can be trained at the Provincial Recreation Leadership School or in a situation that parallels it in goal, situation or structure.[163] The basis of this rationale rests on the following assumptions:

1. The total training time, contact hours, is twenty hours - one hour five times a week for four weeks.

2. The available facilities represent the structures found in most communities - a twenty-five yard swimming pool with diving boards,

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163 J. E. Nixon and A. E. Jewett, Op. cit., p. 225

and a separate wading pool.

3. The pool staff composed of qualified professional instructors and lifeguards.

4. The aquatic leadership course conductor is a well qualified educator with a knowledge of the total scope of aquatics, working experience in a community, and knowledge of group dynamics and interaction.

II. AQUATIC LEADERSHIP ROLE IN THE COMMUNITY

Aquatic leadership is not exclusive of other types or styles of behavior. The aquatic leader is an active member of the community recreation organization.[164] His official capacity within the recreational structure could be any one of many available positions; i.e. playground supervisor, activity coordinator, instructor, club executive, etc. While the aquatic leader is not necessarily an expert in the activity, he is usually an enthusiastic promoter of the whole area of aquatics. Therefore when he attempts leadership in aquatics, he should not be expected to work independently by taking the sole responsibility for the participants safety.[165] He should also be capable of handling some of the administration within the area.[166]

The aquatic leader should be capable of exhibiting successful and effective leadership in the community all year round, as the community needs demand. The leader's ability for actively leading the organ-

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164 J. S. Shivers, Op. cit., p. 92

165 L. Thomson, Personal interview.

166 R. M. Stogdill, "Basic Concepts for a Theory of Organization" (Management Science, Vol. 13:10: June, 1967.) p. B668

ization to enjoy aquatic activity, is limited only by the individuals attempts at aquatic leadership; his enthusiasm in aquatics; and his knowledge and application of leadership skill.[167] The Provincial Recreation Leadership School believes that the trained leader will attempt, and attain successful leadership more often when he has the direct support and backing of the organization or community.[168]

An aquatic leader refers to the individual who helps instructors and participants with the development of aquatic skills, to experiment with change, to meet the challenges, to enjoy success and to understand progress more than was thought possible. His skills must be a part of the individual as his capacity to perform depends on his sensitivity to the group expectations and needs.[169 & 170]

The role, aquatic leadership, is most evident when activity groups use the water for a change in programme. The aquatic leader must recognize how to best use the medium to maintain or reach the group's goals - i.e. enjoyment or skill development. Consultation with a qualified lifeguard (RLSSC) should help set up a safe area for aquatic recreation. Consultation with the qualified water safety instructor (CRCS-RLSSC) should verify the programme content as relevant to group goals and should help the leader plan for any problems which might affect his programme. Aquatic leadership stems from the combination of finding the appropriate resources, communicating with both pro-

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167 A. G. Gilmet, Personal Interview.

168 L. Thomson, Personal Interview.

169 F. Hoyle, and R. W. Holstein, Op. cit., p. 15

170 W. C. Schutz, Op. cit., p. 43

fessionals and the group, and arranging the situation to safely satisfy the group needs towards their common goal.

The aquatic leader makes the final decisions, with or without group assistance, and he arranges the aquatic situation to comply with his group's expectations. He must be aware of the scope of the activity if this is to be achieved effectively. He is also the initiator, as he presents the type of aquatic programme his group desires to the professional aquatic consultant. Even though the suggestion for aquatic leadership may originate in the group, the aquatic leader is the individual who channels the suggestion to the right sources for action. The aquatic leader gets the group involved and acts as the liason between the group and the aquatic authorities, to encourage group satisfaction.[171]

Awareness of the social situation is essential to effectively achieve group goals. The aquatic leader needs to evaluate, discuss and decide on the criteria that will balance personal goals with those of the group or organization.[172] Without these criteria, the leader status cannot be maintained or be effective. His knowledge must extend beyond the activity of swimming, to gain a maximum relevancy between group activity and social expectations. Flexibility becomes possible when there is knowledge of more than one way to enjoy oneself in the water. The aquatic leader's aim differs from that of the lifeguard who strives to promote water safety, and from that of the instructor who strives to educate and promote skill. The aquatic leader's aim is to promote all

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171 H. P. Knowles and B. O. Saxberg, Op. cit., p. 87

172 L. J. Rubin and J. C. Parker, Op. cit., p. 146

aquatic activity through enjoyment and to satisfy his group's needs through aquatic activity. Aquatic leadership is only a part of total recreation leadership.

III. RATIONALE FOR AN AQUATIC LEADERSHIP PROGRAMME

To facilitate its application, this rationale is presented under the subdivisions of goal, content and method. These all affect the aquatic leadership development programme directly. The specific variables affecting goal selection and attainment are enumerated in the first subdivision. The content section determines the selection factors for the curriculum. In the method subdivision, the factors affecting effective leadership development are found. Together the fifteen principles represent a basis for an aquatic leadership development programme.

Goals:

1. Group expectations, the nature of the task, and the social culture, influence the aquatic leader's role.[173] The leader becomes recognized as an aquatic leader when he attempts to provide a programme to satisfy group needs. His goals should include promotion of several aquatic activities that will be enjoyable and encourage member participation. However before he can achieve the goals, he must learn to recognize the nature of the group, the nature of the proposed aquatic activity and the type of aquatic activity of which the group is capable. The activity should stimulate group interest and involvement. The aquatic leader is only a leader when he exerts an influence over the

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173 F. Hoyle and R. W. Holstein, Op. cit., p. 15

group.[174] The leading behavior is one of going ahead to show the way and to keep the group under control, while the professional instructors, lifeguard and pool staff act to guide the group in the actual skills and in forewarning the leader and the learners of the dangers and difficulties likely to be encountered before their goal is achieved.[175]

Fiedler's contingency model indicates the close relationship between the task and the leader's existence.[176] The leader's style is contingent on the situation. Stogdill's input/output system in his theory of organization, shows that the leader is dependent on the group expectations, interactions and task to produce the output of product, cohesiveness, and drive.[177]

The aquatic leader can be seen as one of Jenning's dedicated heroes, providing guidance to the community in aquatic activities.[178] These leaders change from situation to situation. This affects the quality of their leadership. The amount of insight received in training, into the field of aquatics and into the field of recreation, will facilitate the leaders effectiveness by providing an awareness of the total group problem.

2. The liason between the public and the group in an aquatic activity is the aquatic leader.[179] Leadership is no longer characterized

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174 W. C. Schutz, Op. cit., p. 1

175 Webster's Seventh New Collegiate Dictionary, Op. cit., p. 320.

176 F. E. Fiedler, A Theory of Leadership Effectiveness, (McGraw Hill Book Co., New York, 1967.) p. 261

177 R. M. Stogdill, Op. cit., p. B668

178 E. E. Jennings, Op. cit., p. 7

179 A. G. Gilmet, Personal Interview

by the undeniable authority of the position. Instead, the leader must persuade his followers that his leadership will help them achieve their goals.[180]

The authoritarian style may be ideal in a crisis situation but is not conducive to maintain group interest. The democratic style involves the group in the project, but unless the group member has some knowledge of the goal attempted, time will be wasted and faith in leadership will diminish. The group-centered approach assigns the leader to the resource role, the consultant - helping arrangement. This approach can be successful in aquatic endeavours only if the leader has a thorough background in the total scope of the activity. Finally in the T-group style, the emphasis is on the group relations and interrelationships. The leader's role is that of consultant and evaluator. This type of leadership is not feasible in aquatics because the emphasis is on pure relations among individuals, while aquatics involves a task oriented goal.[181]

3. Aquatic activities should be chosen to fit with the leadership style of the leader. Knowles and Saxberg showed that leadership style is a reflection of personality, the process of development and growth.[182] Therefore to be effective, leadership must use the basic skills of listening, communicating and diagnosing the human situation to affect relevant planning and implementation of change.

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180 F. E. Fiedler, "The Trouble With Leadership Training Is That It Doesn't Train Leaders" (Psychology Today, Feb. 1973.) p. 23

181 J. Adair, Op. cit., p. 9

182 H. P. Knowles and B. O. Saxberg, Op. cit., p. 135

Fiedler's contingency model concludes by matching the various components of leadership style to the situation.[183] The degree which leadership situations provide the leader with influence is the measure of favourableness. It provides the match between the job (situation) and the leader (individual). Fiedler suggests the job be changed to suit the leader's capabilities (style), rather than mould the individual into the pattern of the ideal leader, and expect him to adapt to the demands of the group.[184]

Nader proposed that leadership training could be inductive, implying a general programme, or deductive implying a job-oriented approach.[185] His assumption for choosing the latter approach was that leadership is specific, but involves the growth and development of the total individual - the motoric (physical), the affective (value), and the cognitive (knowledge). Using this approach the job standards and organization expectations can be manipulated to fit the leaders' style rather than fitting the leaders' style to the organization's needs.

4. Group goals need to be constantly re-evaluated if the leader is to obtain or retain effective aquatic leadership.

The leader needs to anticipate change, then recognize, accept, and adjust to it.[186] His capacity to observe and assess the situation could well determine his ability to maintain his leadership status.[187]

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183 F. E. Fiedler, A Theory of Leadership Effectiveness, (McGraw Hill Book Co., New York, 1967.) p. 180

184 F. E. Fiedler, Op. cit., p. 247

185 L. Nadler, Op. cit., p. 3

186 C. G. Browne and T. S. Cohn, Op. cit., p. 418

187 Ibid., p. 474

To attain the status of aquatic leader, the candidate must first attempt leadership.[188] His first role may be that of a catalyst, encouraging group co-operation, group syntality and group participation, towards goal achievement. With an increase in the leader's skills and task knowledge, the leader can be instrumental in improving the social milieu by widening the field for participation.[189]

The rapidly changing face of knowledge in aquatics necessitates the making of the content relevant to the process. The aquatic leader must have a grasp more of the process than the knowledge if he is to satisfy the needs.[190] To achieve this, it has been the basis of professional preparation programmes for health, physical education, and recreation, in the United States since 1954, to train the effective leader to be adaptable to public attitudes as well as knowledgeable in subject matter.[191]

Content:

1. A broad, comprehensive approach that brings all available resources to bear on group problems, is initially the best training approach for developing aquatic leaders.[192]

The professional preparation degree programme for physical education or recreation students is often a four or five year programme.

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188 W. W. Biddle, Op. cit., p. 52

189 C. G. Kemp, Op. cit., p. 205

190 L. M. Berman, Supervision, Staff Development and Leadership, (Charles E. Merrill Publishing Company, Columbus, Ohio, 1971) p. 103

191 R. A. Snyder and H. A. Scott, Op. cit., p. 43

192 W. W. Biddle, Op. cit., p. 52

The candidate initially undergoes two years of general education, then one to two years of professional preparation before he specializes in a specific activity area.[193] Strong advocates of this approach feel that under this system the leader can go beyond the basic needs to see his specialty in the light of the total field.[194] This interdisciplinary approach arms the leader to cope with most situations despite the constantly changing knowledge and skills. Awareness of the total area and resources available, allows the leader to supply the missing functions of the group when required.[195]

Understanding the nature of the group as well as the task and change processes, can help increase communication effectiveness and indirectly increase the effect on group motivation and syntality in areas beyond his own specialty.[196] Training in areas beyond his own field has been hypothesized to help the leader achieve spatial transcendence, intentional temporality, integrity and self-hood, plus a think-feel cohesion.[197]

As a resource person, expert or influencer, the leader requires a total overview of his role. He can then, conscientiously provide the group with the opportunity for growth towards their maximum potential.[198] As initiator, an overview is essential to understand and

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193 J. E. Nixon and A. E. Jewett, Op. cit., p. 9

194 R. A. Snyder and H. A. Scott, Op. cit., p. 43

195 J. S. Shivers, Op. cit., p. 93

196 F. E. Fiedler, Op. cit., p. 20

197 L. M. Berman, Op. cit., p. 17

198 K. Rowell and R. V. Rasmussen, Op. cit., p. 2

recognize change as it affects the aquatic activities.[199] Having a broad comprehensive base can increase leader influence and status through the establishment of a group structure. Stogdill's Organization Theory cautions that before the structure can be assigned, the leader needs the knowledge of the nature, technology, size and complexity of the task.[200]

Since leadership is comprised of such a variety of elements, it is influenced by many different aspects of personality and experience.[201] Besides these influences on group structure and function, the nature and scope of the task need to be considered. Aquatic leadership has a combination of both task and group-oriented goals. The activities included under the heading, aquatics, are diverse enough to include both basic swim skills and coaching, instructing and organizing. All aquatic activities involve motor skill performance. The leader needs to understand the nature of the task, the nature of the participant (learner) and the communication process if he is to be effective and achieve the goal.[202] The CRCS-RLSSC programme employs an outline approach at the leader and instructor level.[203] The emphasis is more on the nature of the specific swimming and lifesaving skill development than it is an overview of the components of aquatics. (See Appendix D.)

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199 J. M. Lipman, Op. cit., p. 64

200 R. M. Stogdill, Op. cit., p. 11

201 B. M. Bass, Op. cit., p. 58

202 E. Buckolz and C. Alain, Op. cit., p. 8

203 CRCS-RLSSC, National Course Conductor Notes for Instructor Training, (Sept., 1972)

2. The ability to perform the skill appears not to be essential to attain effective leadership.

The leader needs enough skill to recognize good performance, the direction to improvement and enough knowledge to maintain his interest.[204] Bass's study indicates that the leader needs to be a bit more able in skill than his group to effectively increase group participation.[205] Too much task skill, on the part of the leader is detrimental, because it is not a challenging skill to him. Arising from the leader's superiority of knowledge, the wheel communication structure causes a decrease in a member's chances for interaction.[206] The chain reaction nets in a decrease in group participation and a general disintegration of group effort towards their goal.

Kemp acknowledges that the degree of personal skill competence depends on group expectations and goals.[207] His research recognized that the specialists tended to stress specific skill content that was unrelated to group need. But, depending on the specialist's ability to keep open a two-way communication channel, he supports the view that the more superior, general, or technical competence the leader possesses, the more effective is group interaction and goal accomplishment. Further studies indicate that the only direct influence of personal skill competence is related to the leader's confidence in attempting the role.[208]

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204 J. E. Nixon and A. E. Jewett, Op. cit., p. 240

205 B. M. Bass, Op. cit., p. 385

206 L. J. Rubin and J. C. Parker, Op. cit., p. 106

207 C. G. Kemp, Op. cit., p. 66

208 M. C. Ross and C. E. Hendry, Op. cit., p. 26

Essential to both the CRCS-RLSSC Leader and Instructor award is the development of a high level of skill. The CRCS recognizes that when there is a qualified lifeguard on duty during instruction to ensure public safety, the effectiveness of the leader or teacher is not affected by his personal skill level.[209]

The Provincial Recreation Leadership School's attitude towards personal skill development as essential to leadership, appears to coordinate the degree of skill attainment with leadership goals. Their philosophy is that attaining personal skill is not important beyond the level where it can be enjoyed and intellectualized.[210] To be able to intellectualize a skill requires the individual to know the basics well enough to be able to communicate the skill effectively to others. In addition, he must discuss it intelligently with the professionals, understand the directions for achievement, and recognize improvement of a maximum performance.

In aquatic skills, emphasis on the recognition of the various progression of skills and their variations, would enable the leader to effectively help his group obtain their potential as a resource person, an influencer or initiator in a favourable situation. The professional qualified instructor may well achieve the same goal through the roles of demonstrator, expert, boss or authoritarian.

3. A key component of effective leadership is found in the knowledge and use of communication processes which provide a direct link among the group, the individual group members and the leader towards

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209 A. G. Gilmet, Personal Interview

210 L. Thomson, Personal Interview

the establishment of group syntality, interaction and goal achievement.

The individual's ability to gain the attention, interest and subsequently, a person's co-operation for change, is accomplished through communication processes.[211] By studying the styles of communications utilized by different leaders, the theorist can categorize leader behavior.[212]

Communication is the form of interaction directly related to the function of the group. Without some form of communication the group cannot exist. Communication is essential to maintain the interactions between the individuals, the group to the individual and the individual to the group.[213] The group breaks when any part of this three dimensional relationship breaks. Therefore, one of the leader's roles is to strengthen these essential relationships so the group can reach its set goal.

Shostron's four major types of manipulative response forms were hypothesized to account for the importance of feeling to maintain successful group interaction.[214] When feeling defensive due to anger or fear, communication is decreased; but when empathy predominates the feeling, a constructive openness occurs that increases communication effectiveness. For rapport and syntality to occur, there must be an open two-way channel of communication, which permits honesty without

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211 H. P. Knowles and B. O. Saxberg, Op. cit., p. 87

212 C. G. Kemp, Op. cit., p. 157

213 S. M. Jourard, "Growing Personality Not 'Adjustment' Is The Goal in Counseling and Psychotherapy" (University of Alberta Mimeograph Paper, Department of Recreation Administration)

214 E. Shostron, Op. cit., p. 20

a bias or stigma.[215]

Communication is the most important ingredient in the consultation-client or group-oriented group.[216] In the task-oriented group, the communication process is more formally related to the task than among group members. Using Rubin's scheme of group communication system (Chapter III, Figure 4); the concom system of communication best fits the group-oriented situation, as the leader and group interact democratically. The leader as a resource or initiator in a T-group situation finds the kite communication system being used. The wheel system represents the structure that is characteristic of the authoritarian or expert leader in a task-oriented co-acting group. The leader who recognizes and makes use of the various structures will be able to control and influence his group.[217] He can consciously provide a safe channel to encourage group members to share their experiences and skills.

In organized recreation, communication is a mixture of both psyche and socio processes.[218] Training recreation aquatic leaders requires that communication processes be discussed, practiced, and demonstrated.[219, 220 and 221] In the present CRCS leader course the skills

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215 J. L. Wallen, Op. cit., p. 2

216 C. G. Browne and T. S. Cohn, Op. cit., p. 27

217 F. E. Fiedler, Op. cit., p. 219

218 H. S. Coffey, Op. cit., p. 50

219 A. G. Gilmet, Personal Interview

220 R. Kirstein, Personal Interview

221 L. Thomson, Personal Interview

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215 J. L. Wallen, Op. cit., p. 2

216 G. G. Browne and T. S. Cohn, Op. cit., p. 27

217 F. E. Fiedler, Op. cit., p. 219

218 H. S. Coffey, Op. cit., p. 50

219 A. G. Gilmet, Personal Interview

220 R. Kirstein, Personal Interview

221 L. Thomson, Personal Interview

are taught so the leader can use demonstration in an effort for communication with the group. In the CRCS-RLSSC instructor programme, methodology attempts to structure the skills into communication form. "Shaping" is one such approach taught to help the instructor match his skill knowledge to the learner's.[222 and 223]

An accumulation of various types of communication in leader training is geared to help the leader establish his own style and to help him understand the various effects resulting from different communication approaches. An outline entitled 'teaching tips' was proposed and then rejected by the National Red Cross body as an aid to building effective communication skill in aquatics.[224] The CRCS felt the candidates would use the guide exclusively, instead of developing their own style. The most universally effective communication means being advocated are accurate empathy, nonpossessive warmth and genuineness.[225]

4. An effective aquatic leader is able to perceive and recognize, be aware and sensitive to group climate through a constant evaluation of group goals and of the nature, structure and interaction processes of the group.

The criteria of leadership effectiveness, according to the contingency model, is goal output.[226] Goal output is achieved only

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222 A. G. Gilmet, Personal Interview

223 M. F. R. Smith, Loc. cit.

224 R. Kirstein, Personal Interview

225 M. F. R. Smith, Loc. cit.

226 F. E. Fiedler, Op. cit., p. 261

after the goals have been constructed, recognized, established and received by a group consensus.

The leader's recognition of the goals depends on his sensitivity and comprehension of community needs, of group needs, and of available facts, theory and practice. His ability to formulate the goal in a manner relevant to the group is an important aspect for achieving group recognition and acceptance.[227] With the increase of the leader's capacity to observe and assess the situation relevant to the group, there is an increase in the development of rapport.[228] Relating theory and practice to the situation provides a climate where the task, the individual and the leader can honestly interact to isolate group needs.[229] It is this interaction which is the essence of group function and structure.

The group exists to satisfy a need common to its members.[230] A structure of group needs, which has been most influential to leader effectiveness is Maslow's pyramid model of basic needs. The hierarchy has its base as the physiological needs and peaks with the need of self-actualization.[231] The recreation leader has two diametrically opposite goals from which to choose, the expressive or instrumental (utilitarian) goal.[232] Recognition of the need of the specific group as self-reali-

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227 J. S. Shivers, Op. cit., p. 383

228 Carter, Op. cit., p. 474

229 J. Adair, Op. cit., p. 9

230 N. A. Rosen, Op. cit., p. 37

231 J. Farina, Op. cit., p. 8

232 J. Levy, Op. cit., p. 52

zation, indicates an expressive recreation goal would be most effective. But, if the need is a physiological and biological oriented drive, it requires satisfaction through an instrumental or utilitarian recreation goal.[233]

The needs of group growth were hypothesized as important to direct leader selection of goals.[234] If group growth is a spiral path of inclusion, control and affection, the group goals most relevant to each stage will be most effective.[235]

The CRCS-RLSSC instructor course has structured its new training programme around the concept of think, feel, and act.[236] Feeling needs to be emphasized more in training courses so the leader becomes aware and sensitive to his role in the group. He can gain experience and practice in a supervised and psychologically safe, realistic situation. The situations, to be most effective, need to provide the candidate with information from aquatic content, from group climate and from group characteristics.[237]

5. Effective leadership requires knowledge of a variety of approaches to learning so he can anticipate, accept and convey change.[238] The leader's task can be facilitated when he has mastered the ways of learning.[239] He changes behavior through the conscientious application

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233 Ibid., p. 53

234 L. Thomson, Personal Interview

235 H. Dimock, Op. cit., p. 3

236 CRCS-RLSSC, Loc. cit.

237 J. K. Hemphill, Op. cit., p. 35

238 C. G. Browne and T. S. Cohn, Op. cit., p. 172

239 F. Hoyle and R. W. Holstein, Op. cit., p. 47

of principles relevant to the learner. A useful method to keep these ideas as reference, is in the course notes, along with the concrete, tangible definitions of skills and teaching methodologies.[240] Making the training approaches relevant to the group and individual requires that basic attitudes be examined and incorporated as a guideline to attempting leadership. Leadership involves a quality that is a result of a good, concerned, knowledgeable individual with the ability and sensitivity to adapt and assess the group needs.[241]

Method:

1. A training programme has a greater impact on changing behavior when there is a clearly recognized, single focus on the objective. The objective focus must be recognized by the candidates and the trainer.

Leadership involves a multitude of components, each important to a specific situation. Within the area of aquatics, the scope is broad and the objectives just as diffuse. To construct the most effective aquatic training programme, a single focus objective helps both trainer and candidate see it in relation to their own needs, situation, and ability.[242] A series of short workshops, each with a different but related focus could cover the content without confusing the objectives. Training a leader to be flexible is difficult, even within a strictly defined area such as aquatics, due to the variety of demands and expectations from community and group. Awareness of the single focus of

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240 R. Kirstein, Personal Interview

241 L. Thomson, Personal Interview

242 L. F. Locke, Op. cit., p. 21

objectives is useful for the leader's behavior towards the goal.[243]

In the CRCS-RLSSC instructor courses, the focus has been on understanding skill development. With the incorporation of the newer educational concepts, the focus is changing to focus on communicating skills to another person.[244]

In the Provincial Recreation Leadership School, there is an emphasis on developing teaching skill rather than personal skill. In the stated aim for the swimming activity, the single focus is on enjoyment.

The two inherent dangers of a single focus are in the selection of the most important objectives for each candidate, and in the time necessary to equip an individual to attempt (aquatic) leadership.[245] Leadership is not a transferable quantity but an integral part of the individual. The similarity of medium use, the variety of tasks and the diversity of skills in aquatics make it an integrated part of recreation. Aquatic leadership, to be effective, must include a focus on the aspect most relevant to the individual leader and his community.

2. Consideration for each candidate's experience, needs and his community's expectations, is developed best in a core course and an option structured leadership development programme.

The approach is an open-ended system which allows for both continuous individual and group growth to maturity.[246] The individual

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243 C. G. Browne and T. S. Cohn, Op. cit., p. 285

244 R. Kirstein, Personal Interview

245 M. C. Ross and C. E. Hendry, Op. cit., p. 137

246 C. G. Browne and T. S. Cohn, Op. cit., p. 73

never stops growing, changing and adapting to his environment; neither should a leadership training programme. In the current educational programme, the curriculum reflects the patterns of individual growth. Education starts with a set of basic assumptions and principles, the core, and then branches into their application in specific situations, the options.[247] and [248] At the Provincial Recreation Leadership School, the core programme deals with relevant theory and philosophy while focusing on the leader's specific role in the community. Attitudes and methods make up the core and in the activity options, application and relevant principles are made to specific situations relevant to the activity.[249]

In aquatics, the core course approach will introduce instructors and leaders to the most relevant materials.[250] One of the important purposes of inservice training is the ongoing continuous renewal and development of new ideas and skills. The core course could be the initial qualification course and the requalification clinic would include the activity options. The CRCS-RLSSC present leader instructor system is not an effective core system as the initial training and requalification clinics attempt to cover the entire programme in depth. Revision of the existing qualification programme into three areas would provide the needed focus. These areas might be beginning swimming, stroke improvement, and lifesaving.[251] Emphasis in all three areas on

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247 R. L. Saunders, Op. cit., p. 73

248 J. S. Shivers, Op. cit., p. 383

249 L. Thomson, Personal Interview

250 R. Kirstein, Personal Interview

251 R. Kirstein, Personal Interview

developing communication processes within the group, learning relevant principles to facilitate the communication of skills, and developing leader attitudes would provide a sound basis to develop an effective aquatic leader. The aquatic requalification clinics (options) could then be used to encourage continually high standards and updated ideas and skills.

3. A schematic approach to developing leaders maximizes learning and structures the situations to be congruent with the learner's needs, the nature of the task and the group goals. Behavior is modified more effectively when there is an organized scheme.[252]

A hierarchial system requires a base and theme. In education, the most effective criteria is the individual's growth and development patterns, motoric (physical), affective (value) and cognitive (knowledge).[253] The individual is a complex integrated being. To learn effectively all three areas of growth need stimulation.

A leadership training programme requires the same considerations for developing the leader. For a helping-leader role, the emphasis on affective growth patterns of inclusion, control and affection is suggested.[254] Specifically, in aquatics these growth patterns are a part of the scheme but are not at the exclusion of developing the other growth areas. The topics which include the beginner swimmer, stroke correction, and lifesaving developed through the motoric, affective and cognitive, should provide an effective learning experience for

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252 M. B. Miles, Op. cit., p. 2

253 L. Nadler, Op. cit., p. 3

254 H. Dimock, Op. cit., p. 3

the leader candidate.

4. Learning is most effective when the learner actively participates.

John Dewey's principle, learning by doing, is the major assumption for all education. In a group situation for accomplishment of a common goal, it was found that the total involvement and group experience increased behavior change more than the leader's performance did.[255] The group, by definition, relies on interpersonal relationships by member interaction, communication, ability to think, feel, listen, and make decisions.[256] Involvement is a necessity. The leader's role is to help provide each member with the opportunity to participate. The leader must participate too, if he expects to grow with the group and progress.[257]

The educational principles can apply to an aquatic leadership programme. Involvement is basic because the activities engaged in by each individual cause some change and modification. All responses are a part of experience and learning.[258] Experience results from all types of stimuli, both internal and external. All stimuli affect learning in some manner, negatively or positively.[259] Feedback in the form of evaluation gives trainer and learner an indication of the effectiveness of his attempts to communicate.

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255 W. W. Biddle, Op. cit., p. 52

256 C. G. Kemp, Op. cit., p. 91

257 R. L. Saunders, Op. cit., p. 92

258 J. E. Nixon and A. E. Jewett, Op. cit., p. 51

259 B. J. Cratty, Movement Behavior and Motor Learning, (Second Edition, Lea and Febiger, Philadelphia, 1967.) Op. cit., p. 252

In leadership training, a system of 'learning-cycle' patterns successfully channelled evaluation feedback from the large organization into small groups, into leaderless informal groups and back into the large organization.[260] Behavior changes were found to occur in a large percentage of the leader's trained. When there is a common understanding for discussion due to interest, skill, concern, or enjoyment, personal involvement increases.[261] The leader training programme should consider establishing content and method relevant to the candidates expectations and community needs.

5. Supervised field work helps to develop effective leadership skills by providing leaders with an opportunity for a realistic application of theory, content and method.

Field work provides the leader with the chance to work in a psychologically safe situation.[262] He can attempt leadership without losing face or being a failure. The best learning experience is when there is a balance between the leader candidate's ability and responsibilities.[263]

Successful curriculums for leader training have used the core programme structure supplemented by supervised field work.[264] In one system, the field work consisted of a series of short term placements to train the leader and provide him with experience which would in-

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260 L. F. Locke, Op. cit., p. 21

261 M. B. Miles, Op. cit., p. 47

262 M. B. Miles, Op. cit., p. 47

263 -----, Training Group Leaders, Op. cit., p. 22

264 B. Brown, Op. cit., p. 73

crease his control and influence in a variety of situations.[265] Each situation was previously matched to leader style to minimize the irrelevant experiences. The Provincial Aquatic Workshop follows the idea of a short exposure to many different items but has not supervised experience follow-up in the community.[266] The Provincial Recreation Leadership School encourages the leaders to bring community problems to the sessions. In their supervised field work, leaders are matched with situations similar to those of their own community.

The CRCS-RLSSC instructor leader programme includes simulated supervised practice teaching, not supervised field work. It would be valuable to include supervised field work into the CRCS-RLSSC programme but time and staff are limited. A conscientious pool manager or recreation supervisor could help set up an effective system within the community which would make realistic supervised field work a feasible part of an aquatic leadership development programme.

6. Transfer of training is successful only when there is a recognized similarity between the previous and current situation.[267]

Leadership is dynamic, changing constantly with group expectations, attitudes and social structure.[268] The rapid changes in knowledge also impose an extra effort to keep the training relevant. For effective transfer to occur it must be recognized by the learner and remembered in context with a general application.

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265 F. E. Fiedler, Op. cit., p. 92

266 L. Thomson, Personal Interview

267 J. E. Nixon and A. E. Jewett, Op. cit., p. 225

268 R. A. Snyder and H. A. Scott, Op. cit., p. 43

Demonstrations, using performers with ability similar to that which a leader would encounter tend to be of more value to the candidate than an expressive show of perfection.[269] However, if the goal is to learn the quality of skill, the most relevant demonstration would be an expert performer. A fact presented in relation to the total larger setting is more easily remembered and transferred.[270] The key is in the recognition of the key area where it relates to a whole. The CRCS and RLSSC, in their future leader programme, hope it will become a part of the community so that the learnings will be relevant to aquatics and to the community.[271] This view is supported if preparation for leadership involves a combination of situations, the leader and group expectations.

7. Enjoyment in a nonthreatening atmosphere can increase group interaction and motivation towards their goal.

Enjoyment is the result of a satisfying experience. The establishment of a genuine, nonthreatening atmosphere requires the group leader to use accurate empathy, nonpossessive warmth and a genuine approach.[272] A nonthreatening atmosphere dissipates fear and embarrassment. The individual can then safely share his views with others and a group feeling evolves. In the group, the individual who is involved, participates, recognizes relevant information and is able to achieve interpersonal relationships with others has increased his learning and

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269 L. F. Locke, Op. cit., p. 21

270 F. Hoyle and R. W. Holstein, Op. cit., p. 15

271 A. G. Gilmet, Personal Interview

272 M. F. R. Smith, Op. cit., p. 6

satisfaction.[273]

Stogdill's Organization Theory recognizes that enjoyment helps to increase learning and group progress. As the goal relevancy increases so does group syntality and group effectiveness.[274]

Recreation is linked with pleasure. Specific skill knowledge is the criteria for enjoyment in many activities. Basic ability for staying afloat is the criteria for enjoyment in the water medium. When training aquatic leaders, their motivation to increase their skills and knowledge can accrue from an enjoyable experience during training. The focus of the Provincial Recreation Leadership School is enjoyment. Content and skill development are the means through which this focus is achieved.[275]

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273 L. J. Rubin, Op. cit., p. 149

274 R. M. Stogdill, E. L. Scott and W. E. James, Leadership and Role Expectations, (Research Monograph No. 86, Bureau of Business Research, Ohio State University Press, Ohio, 1956.) p. 7

275 L. Thomson, Personal Interview

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

The main considerations of leadership as a concept have been applied to the specific area of aquatics. The task specificity component of leadership, necessitated careful consideration of the variable affecting it. Aquatic leadership has been assumed to be as task specific as was leadership in the workshop, in the classroom, in the gymnasium and in the office with a patient-client. For this study the aquatic leader has been defined as follows: in terms of his role; the situation and the goal of the group; in the light of consideration of the relevant literature; the concern of the consultants; and the writer's experience.

Aquatic Leadership Role in the Community:

The results of this study indicate that an aquatic leader can be any individual who helps instructors and participants with the development of aquatic skills; to experiment and change; to meet the challenge; to enjoy success; and to understand progress. The definition is conceptual and hard to evaluate and test. It is the result of the combination of the following relevant variables:

1. The aquatic leader is a member of the total recreation team. He may be working in another recreational capacity and he will exhibit leadership in aquatics when the situation demands it.
2. The aquatic leader is capable of handling some of the administrative tasks but should not be the sole operator of the programme. His training is not specifically geared for this responsibility.

3. The aquatic leader consults with the qualified lifeguard to assure his group's safety during an aquatic programme or activity. He also consults with the qualified instructor to assure complete programme feasibility and to be forewarned against any problems which might jeopardize his group's enjoyment.

4. The aquatic leader gears the aquatic programme to be relevant to the current social and personal individual goals.

5. The aquatic leader acts as initiator, facilitator, decision-maker, and organizer, and as liaison determined by the situation, group needs, and personal ability.

Rationale for Developing an Aquatic Leadership Training Programme:

The rationale for developing an aquatic leadership training programme has been subdivided into goals, content, and method for easier identification of the principles. This rationale was a combination of concepts from the literature, discussion with experts, and from the writer's personal experience. Basically, the rationale is composed of the following principles as summarized below:

1. Goals
   a. Group expectations, the nature of the task and the social milieu influence the aquatic leader's role.
   b. The liaison between the public and the group in the aquatic activity is the aquatic leader.
   c. Aquatic activities should be chosen to fit with the style of the leader.
   d. Group goals need to be constantly re-evaluated if the leader is to obtain or retain effective leadership.
2. Content
   a. A broad comprehensive approach that brings all avail-

able resources to bear on the group problems is the best training approach for developing aquatic leaders.

b. The ability to perform the skill appears not to be essential to obtain effective leadership. However, the leader needs to be able to communicate the skill to others.

c. A key component of effective leadership is found in the knowledge and use of communication processes which provide a direct link amongst the group, the individual group members, and the leader, towards the establishment of group syntality, interaction and goal achievement.

d. An effective aquatic leader is able to perceive and recognize; be aware and sensitive to group climate; constantly evaluate group goals, structure, and interaction processes of the group.

e. Effective leadership requires knowledge of a variety of approaches to learning so he can anticipate, accept and convey change.

3. Method a. A training programme has a greater impact on changing behavior when there is a clearly recognized single focus on the objective.

b. Consideration for each candidate's experience, needs and his community's expectations is developed in a core course and an option structured leadership development programme.

c. A schematic approach to developing leaders maximizes learning and structures the situations to be congruent with the learner's needs, nature of the task, and the

group goals.

d. Learning is most efficient when the learner actively participates in the learning process.

e. Supervised field work helps to develop effective leadership by providing leaders with an opportunity for the realistic practical application of theory, content, and method.

f. Transfer of training is successful only when there is a recognized similarity between the previous and current situation.

g. Enjoyment in an nonthreatening atmosphere can increase group interaction and motivation, thereby facilitating leadership and group achievement towards a common goal.

II. CONCLUSIONS

The rationale was divided into the role of the leader, goals, content, and method to facilitate its application to a specific aquatic programme. The Provincial Recreation Leadership School has the specific programme structure.

The role of the leader is defined by each community. The CYR School provides the opportunity for sponsored candidates from both small and large communities to participate in the programme. The leader's role is delimited by the community size, facilities, supervisor and the leader's interest and willingness in aquatics. Realistically, as a member of the community recreation team, the aquatic leader's role will most likely be that of facilitator and influencer. His main objective will be to encourage aquatic participation in all types of recreation programmes for all ages and social status.

Goal 1. Single focus

a. Enjoyment through participation in a variety of aquatic endeavours.

2. Objectives

a. Interest and motivate lesser skilled individuals to increase their own skill level and encourage the public to enjoy the water.

b. Introduce awareness of the candidates own leadership style through recognizing, listening, and observing his peers.

c. Recognize the need for constant feedback and evaluation of content and principles for activity.

d. Recognize that aquatic skills interest different people for different reasons, and in different situations.

e. Recognize that a qualified lifeguard or instructor should be available to provide safety coverage during all aquatic events at all times.

Content See Appendix D.

Method The core course programme would take four weeks to complete. Each week would have a single focus. The single focus for the first year course would be to provide the candidates with a list of resources of different experts within the wide scope of aquatics. The content for this level includes: (1) Organization of Programmes (Aquatic); (2) Programmes for the Novice Swimmer; (3) Water Safety Programmes; and (4) Programmes for the Advanced Swimmer.

During level I, the orientation will be most effective through film and the lecture-discussion group approach. During this time an

enjoyable and favourable situation will be established by noting group expectations, their community needs, their personal experiences and skill in aquatics. Each candidate is expected to participate in all activities. Each candidate will be responsible for conducting a part of the programme. Written assignments will be geared to aquatics in such a way that the candidates have the opportunity to relate the information to their own community. Evaluation will be continuous and based on feedback from groups, peer group assessment, and completion of assignments.

The second level of the programme, is to supplement the core programme. It is to coincide with the Alberta Provincial Recreation Leadership Policy that allows two years to prepare an adequate leader. Stress is on the techniques required for conducting the chosen activities. Three activities will be offered simultaneously. Each section will extend over a two week period so that the leader can become proficient in the basic skills in two activities at the end of Level II. During the first section of Level II, Games - Diving - Synchronized Swimming sections will be offered. During the second two weeks, the second section of Level II will offer - Lifesaving - Pool Operation - Competitive Swimming. Only one of the three offered can be chosen by the candidate during each section.

It is hoped that this rationale is helpful in the construction of similar Aquatic Leadership Training Programmes for camps, communities, and schools. The rationale proposed has defined the role of the Recreation Aquatic Leader in a community, established criteria for construction of an effective aquatic programme, and suggested a method of application of this rationale to an aquatic leadership training curric-

ulum. It has been the intention of this study to develop some of the major implications for expanding and adapting the scope of an aquatic training programme, for recreation leaders, in their communities.

III. RECOMMENDATIONS

1. Aquatic leadership be recognized as an integral part of the total community recreation leadership development.
2. Pool staff throughout Alberta be encouraged to develop and work with an aquatic leader as a part of the community recreation team.
3. Further conceptualization of the roles related to the aquatic leader as a recreation leader, (facilitator, instructor, advisor, initiator, counselor, educator) take place in order to facilitate the development of an integrated body of knowledge.
4. The Canadian Red Cross Society and the Royal Life Saving Society of Canada recognize the need to integrate aquatic leadership with the community recreation programme.
5. Further measurement techniques be devised to evaluate leadership effectiveness.
6. An evaluation programme be used during and after the leader is established in the community recreation programme.

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APPENDIX A

ALBERTA PROVINCIAL RECREATION NEEDS

ALBERTA PROVINCIAL RECREATION NEEDS

Excerpts from Lionel J. Fournier, "Survey of Recreation Components Operating in Selected Areas of Alberta" Unpublished Master Thesis, University of Alberta, Edmonton, Alberta, 1964.

Recommendations: (p. 103)

2. The provincial government through its Recreation and Cultural Development Branch should continue to encourage municipalities of the province to systematically survey their recreation leadership resources and devise ways and means of cultivating these leaders with a view to retaining their services for the maximum benefit of the population...

3. ...Courses presently sponsored by government, university, and sports governing bodies in the province should be re-examined with a view to establishing a system of progressive leadership training whereby individuals would be attracted and whereby leaders would be advanced from the regional to the provincial levels of instruction.

Needed Research: (p. 106)

2. An examination of the factors contributing to the problem of securing and retraining qualified leaders at all levels.

3. An evaluation of leadership courses operating in the Province of Alberta with a view to implementing a coordinated system of leadership training.

APPENDIX B

INTERVIEW NOTES

1. MR. L. A. THOMSON
2. MR. R. KIRSTEIN
3. MR. A. G. GILMET

Basis of Discussion for Interview with

MR. L. A. THOMSON

Supervisor of Recreation Education
Department of Culture, Youth, and Recreation
Government of the Province of Alberta
Edmonton, Alberta

1. Current Recreation Leadership Programmes in Alberta

   A. Specific clinics - i.e. aquatic workshop, cross-country skiing
      - location, goals, attendance

   B. Recreation leadership or group leadership programmes
      - how often held, attendance by whom?

   C. Sponsors of programmes - public, private, government
      - co-sponsors

   D. Evaluation - future programmes, area, qualifications

2. Provincial Recreation Leadership School

   A. Relation to professional leadership administration training

   B. Candidates
      - need in community
      - selection criterion

   C. Purpose of course
      - training for what? (philosophy)
      - goals, qualification attained, education

   D. Curriculum
      - administration
      - selection of content (optional, compulsory)
      - organization, approach, prerequisites
      - methods (field work, theory, practical)
      - relation to established leader programmes in specific activities (aquatics, first aid, etc.)

3. Role of Leadership

   A. The nonprofessional leader in the community
      - need, task, experience
      - authority, responsibilities, limitations
      - qualifications (behavior, task, situation)
      - facilities, equipment

B. Teacher - leader role
- task, situation or behavior oriented approach to position

4. Future Programmes for Recreation Leadership Development

A. Philosophy (need, tasks, principles, curriculum)

1. Interview with Mr. L. A. Thomson:

Thursday, April 5, 1973 - CN Tower, Edmonton, Alberta.

1. Current Recreation Leadership Programmes -

A. Provincial Aquatic Workshop:

a. A. G. Gilmet, Director of CRCS in Alberta initiated the original format and content for the Workshop.
b. Workshop is run by the Province and backed by the CRCS, RLSSC, and other aquatic interest groups.
c. Content is controlled by the Provincial Department of Culture, Youth, and Recreation in Alberta.
d. The goals are to help satisfy the needs in the communities, to provide consistent guidelines and standards in aquatics throughout the province and to develop a liaison between the community and the experts.
e. Calgary and Edmonton alternately host the Workshop to facilitate maximum participation.
f. The Workshop is attended by experienced aquatic leaders and those employed and sponsored by their communities.

B. Recreation Leadership Programmes:

a. The aquatic workshop is held once a year at the beginning of the summer session.
b. The aim of the aquatic workshop is not to train a leader but to create a place for him to acquire knowledge of aquatics, to discuss specific problems from his area, and to stimulate new ideas for his own programmes.

C. Sponsors:

a. A candidate may be sponsored by a club, government or community.
b. The Aquatic Workshop usually is co-sponsored by the government and an Educational Institution.

D. Evaluation:

a. In future years the workshop will probably be incorporated into college programmes such as the Leisure Education Programme at Mount Royal College in Calgary.
b. The workshop will probably cater to both temporary and permanent aquatic staff.
c. The workshop will encourage direct consultation between provincial staff and individual community recreation staff at any time of the year.
d. The workshop will probably be more extensive and held at least twice a year.

2. Provincial Recreation Leadership School -

A. Relation to Professional Leadership Training:

a. Training acts as a prerequisite to further recreational training.
b. Training gives an introduction and insight into the requirements for the professional recreation field.

B. Candidates:

a. Each community chooses a candidate according to their specific requirements.
b. To attend the Leadership School, the candidate must be sponsored.
c. The Leadership School encourages sponsors to visit the School and their candidates during the session.

C. Purpose of Training:

a. The goal of the Leadership School is to train an activity leader capable of handling all aspects of an activity, including minor administrative details.
b. Graduates of grade eleven are the youngest candidates at the School due to the amount of responsibility leaders are expected to assume.
c. The educational environment is as much a part of the Leader training as the course work is.
d. The School recommends that graduates work with other professional staff to increase their effectiveness and to further train them in recreation.
e. The School provides a limited opportunity for field work which is included with most of the subject areas taught.
f. The graduate of the School receives a certificate of the accumulated hours attended in each subject.

D. Curriculum:

a. Selection of staff to teach at the Leadership School is important because each course's content is determined by the staff member teaching in relation to the overall School philosophy.
b. Curriculum core and optional subjects are based on community needs.
c. Course subjects change in relation to the demands and needs of the Province - i.e. 1928 emphasized fitness and 1971 emphasized recreation for the Handicapped.
d. Participation is encouraged but skilled performance is secondary to teaching and communication skills.
e. Skill is not important beyond the enjoyment and 'intellectualizing' ability for the candidate. (To 'intellectualize' is to know the skill well enough to teach and communicate with the learner. Jeff Hughes.)

f. Throughout the curriculum the emphasis is on open and honest interaction and communication.
g. Field work and practice teaching help the candidates to transfer their skills to practical situations.

E. Leadership:

a. It is not a tangible concept that can be taught but a mixture of various roles - teacher, facilitator, administrator and change agent.
b. Leadership requires a quality of a good, concerned, knowledgeable individual with the ability and sensitivity to adapt and assess the needs of the group.
c. Leadership can grow in a protected but realistic environment.
d. Leadership is not just a physical skill performance.

3. Role of Leadership -

A. Definition:

a. The role is not a situation, an attitude, a characteristic or a behavior but rather an entity closely aligned with teaching and developing others.
b. Leadership role varies with other variables and therefore is not identifiable per se.

B. The Nonprofessional:

a. Activity leaders are needed.
b. The public school provides the basis for all leadership.
c. Leadership effectiveness increases with experience.
d. Leader authority extends to within the leader's own group.
e. The leader should be under the guidance of a senior person.
f. The leader needs to possess a basic ability in many chosen areas so he can be sensitive to group needs, set group goals and encourage participation.
g. Facilities are making it increasingly necessary to train more nonprofessional leaders.
h. Nonprofessional leaders are the backbone of many community recreation programmes.

C. Teacher/Leader Role:

a. There is no differentiation necessary between these roles. They are one aspect of helping others.
b. The dual role emphasizes the need to develop behavior in different ways.

4. Future -

A. Philosophy:

a. Education and recreation should increase concurrently.

b. The prediction for recreation expansion is for moving it into the schools and colleges.
c. More diverse programmes can occur over a longer period of time.
d. Professional leadership development is important as the role of the nonprofessional leader is lessening.

B. Provincial School:

a. The future role of the Leadership School is consultation.
b. The 'live-in' concept of the school during Leadership training is not practical.
c. After being given the training, a leader should have to prove himself capable before being certified.
d. Field work is an important part of recreation training.
e. Curriculum must change with societal needs.
f. School aims will be to increase both the quality and quantity of recreation leaders for the communities.
g. The Provincial School caters to all age groups and interested communities.
h. Recreation is always a joint effort of leadership and group co-operation - even in aquatics.

Basis of Discussion for Interview with

MR. R. KIRSTEIN

Supervisor of Aquatics
Faculty of Physical Education, University of Alberta
Edmonton, Alberta

1. Current Instructor/Leadership Programmes (CRC & RLSS)

   A. Initiation of leadership programmes
      - qualifications (prerequisites, graduation)
      - need, goals
      - format
      - limitations
      - evaluation

   B. Continuing Training - clinics for whom? when?
      - need
      - format
      - limitations
      - evaluation

2. Aquatic Considerations at the University of Alberta

   A. Staff qualifications
      - selection of candidates
      - expectations

   B. Student Pre-employment Training Programme
      - sponsors
      - what made you initiate course?
      - selection of content (criteria)

3. Role of Leadership in Aquatics

   A. The nonprofessional aquatic leader in the community
      - need, task, experience
      - authority, responsibilities
      - qualifications

   B. Teacher/leader Role
      - task, situation or behaviour oriented approach
      - demand-supply

4. Future Programmes for Recreation Leadership Development

   A. Role of organizations (CRC & RLSS)

   B. Role of aquatic leader
      - relation to existing organizations
      - curriculum

- methods, authority
- need, tasks, principles

C. Role of Educational Institutions
- high schools
- colleges
- universities

2. Interview with Mr. R. Kirstein:

Friday, April 6, 1973 - University of Alberta, Edmonton, Alta.

1. Current Instructor/Leadership Programmes -

A. Initiating Programmes:

a. Due to the duplication of services the CRCS and RLSSC co-operated to provide a joint leadership training course.
b. Joint leadership programmes were initiated by the National Committee for CRCS and RLSSC.
c. Ontario provided the main impetus to the joint programme.
d. Working programme changes are initiated at the Provincial level.
e. An effective training format would be to provide notes to conduct courses with alternate methods of presenting same material.
f. Stress should be on a brief explanation and practice of principles. Example of stroke correction: Lecture - increase resistance and decrease propulsion, while in the Pool - look for either event in the worst stroke of participant and correct by identifying the principles and discussing why.
g. Leader training should build and produce approaches.
h. Course outline of seven topics to be covered in ten weeks is unrealistic.
i. For improvement present a basic course in the three fundamental areas - Beginning Swimming; Stroke Correction; and Lifesaving.
j. Requalification Clinics to increase areas of competencies in aquatics.
k. Shaping of skills should be encouraged among leaders, along with the use of positive reinforcement, humor and attitude positivity.
l. RLSSC is a totally volunteer organization financed by the number of awards produced. It wants to maintain its status to prevent any outside control.

B. Continuing Clinics:

a. Two national workshops were held in Alberta this year to inform people about the progress of the joint committee and to teach skills.
b. Communication is a problem.
c. The Provincial Aquatic Workshop course conductor clinic is a three day session and should stress approaches to communicating skill rather than increasing skill knowledge. Teaching experience should be a prerequisite to this course.
d. The material is in the form of hand-outs, films of good instructors teaching skills and discussion.
e. Focus should be on how to conduct courses.

C. Evaluation:

a. The joint programme is never going to work until it is administered by one organization which is not possible due to the different roles of each organization. In Alberta the CRCS dominates leadership training for aquatics while in Ontario, the RLSSC plays the dominant role.
b. There is no standard examination or control of course conductors.
c. CRCS policy prefers to encourage participation than limit it to qualified persons conducting courses.
d. Course conductor training is inadequate and is left to chance development within each situation.

2. Aquatic Considerations at the University of Alberta -

A. Staff:

a. References are important indicators of type of person and his capabilities.
b. Personal observation around the programme and interviews help indicate the interest and skill of candidate.
c. The on call (volunteer and part time) help system helps both candidate and supervisor to become familiar with the job before he is taken on permanent staff.
d. All new staff should be supervised.
e. Prior to each staff group hired, a commitment should be made to attend a session on job skills as it serves to renew skills, introduce staff, and increase interest in own skills.
f. Participation in other aquatic programmes is recommended as it helps stimulate interest and relieve boredom.
g. The pool is a responsibility to be taken seriously and must be adequately covered at all designated times.

B. Pre-employment Training Programme:

a. Content includes a selection of all the areas of aquatics found in most pools with stress on summer programmes.
b. The training takes place over a four month period, starting with a once a week training and increasing in the latter half of the session with responsibilities five times a week.
c. All responsibilities are supervised.
d. Experience is the basis of training.

3. Role of Leadership in Aquatics -

A. The Nonprofessional:

a. They are interested volunteer but not necessarily skilled.
b. Programme costs are decreased with the use of nonprofessionals as they can help in club meets as timer etc., or during instruction.

c. Volunteer instructors can help increase the teacher/pupil ratio.
d. Volunteers are not responsible entirely, they must be supervised.
e. The use of nonprofessionals is valuable if the safety factor is covered by qualified personnel.
f. Volunteers can instruct as it is a fallacy that one must be able to do things well physically to teach them well.
g. A thorough understanding of the programme aims is necessary before a volunteer attempts instruction.

B. Teacher/Leader Role:

a. The leader is a teacher under 19 years of age in the CRCS Leader system. He is a helper and not a qualified instructor. He must always be supervised as he is not solely responsible for the groups safety.
b. The leader in this sense does not initiate change. In the CRCS system, a great deal of knowledge about the system and the skills is needed to assume this type of leadership.
c. Leadership training in other areas of aquatics have not been effectively established on a wide scale. The trouble is assessing the needs and requirements of the skill in relation to each individual participant.
d. Pool managers need to encourage the new leaders and instructors to grow and develop their skills.
e. Pool managers need to offer an on-going leadership development programme specific to their community needs.

4. Future Programmes for Recreation Leadership Development -

A. Organization Role:

a. There needs to be official recognition of the problem of aquatic leadership.
b. There needs to be established courses for conductors which set standards for initiating programmes and develop a source book of approaches and guidelines for course conducting.
c. There needs to be involvement on the National Level to be effective.

B. Aquatic Leader Role:

a. A volunteer can develop into an instructor by increasing his skill comprehension and performance in aquatics.
b. There is an increase in available pools in Alberta and an increase in community support of Water Safety Programmes.
c. Leadership and sponsors are needed as summer programmes at outdoor pools are seldom professionally run.
d. The pool needs an on-going system to compensate for the transient seasonal employment within the facility. By keeping the resources constant, a pool should be able to

be self-sufficient in five to six years.

e. There can be four or five nonprofessionals instructing with one qualified guard. It is not ideal but possible to encourage community participation and interest in aquatics with this approach.

f. Recommendations for future aquatic programmes are that there should be an interest oriented programme; the leadership course should be shortened to cover basics; communication methods should be taught; and all approaches should be suggested, tried, supervised and evaluated with both professional and nonprofessional staff.

C. Educational Institutions:

a. Each has their own independent programme.

b. Institutions are good places to innovate changes but permanent changes come from the national organizations.

c. Institutions should co-operate with the community for instructional and recreational aquatic activities if at all possible.

Basis of Discussion for Interview with

MR. A. G. GILMET

Director of Water Safety Service Alberta - North West Territories
Canadian Red Cross Society, Water Safety Service
Edmonton, Alberta

1. Current Instructor/Leadership Programmes

   A. Initiation of leadership programmes
      - need, goals
      - format
      - limitations
      - evaluation

   B. Continuing training - clinics for whom? when?
      - need
      - format
      - limitations
      - evaluation

2. CRC Role in Recreation Development

   A. Provincial Government
      - aquatic workshop
      - facilities, equipment
      - training programmes

   B. Institutions
      - high schools
      - colleges
      - universities
      - pools in communities
      - instruction, control, facilities
      - programme, curriculum

3. Role of Leadership in Aquatics

   A. Qualified Personnel

   B. Volunteers & nonprofessional leaders
      - role
      - authority, responsibilities
      - qualifications, specifications

   C. Teacher/leader role
      - task, situation or behaviour oriented approach
      - demand - supply

4. Future Programmes for Recreation Leadership Development

A. Role of Organizations (CRC & RLSS)

B. Role of aquatic leaders
- need tasks
- authorities
- curriculum
- method and principles

3. Interview with Mr. A. G. Gilmet:

Tuesday, April 10, 1973 - Red Cross House, Edmonton, Alta.

1. Current Recreation Leadership Programmes -

A. Initiation of Leadership Programmes:

a. Leaders should have the opportunity to choose the activity of instruction.
b. Leadership training programmes should be open to everyone.
c. Reason for the Aquatic Workshop was to broaden the leadership base of aquatics at all levels.
d. The Provincial Workshop is geared to summer activity aquatics, although it has carry-over value into the winter programmes.
e. Principle people in the areas of aquatics were used to be resource personnel for the Workshop - i.e. RLSSC Representative, Representative from Diver's Den (Skin and Scuba diving), Synchronized Swimming Representative, Diving Representative, Competitive Coaching Representative, etc.
f. The Provincial Aquatic Workshop is one of the most successful ventures of the Department of Culture, Youth and Recreation in Alberta. Last year eighty to eighty-two areas were represented at the Workshop in fifteen different activities. Now British Columbia, Saskatchewan and Manitoba are setting up similar Workshops.
g. The Provincial Workshop started from the water safety conferences eighteen years ago when the needs of the communities were outlined. At that time filter systems and pool construction was of utmost concern whereas today leadership and skill development is stressed.
h. The Workshop has improved since people are not reluctant to share their knowledge. The Workshop has developed into an important clinic for community recreation especially when the government came in with a recreation programme where each pool could count so much per head for financial aid. From this swimming and pool programming became important to the public.
i. The Workshop was the result of the demands of the communities.

B. Continuing Training:

a. Those instructors unable to meet the physical performance skill level are given provisional qualification. The CRCS made the error of demanding that a lifeguard have the instructor qualification. This is now changed with Bronze being the minimal requirement for lifeguard training.

b. Provisional certification is given to encourage skill development of the leaders and instructors.
c. The safety aspect of the qualification cannot be minimized, so provisional instructors and leaders need to be supervised at all times.

2. CRCS Role in Recreation Development

A. Provincial Government:

a. The Course Conductor's Session at the Aquatic Workshop is to encourage participation in the programme, to explain the objectives of the programmes, and to interest them into contributing their time and talent in a good programme.
b. The Courses at the Aquatic Workshop are meant to inform rather than train leaders, course conductors or instructors.
c. There are different types of people employed for the summer and year round programmes. The summer help is usually part-time students whereas the winter programmes often have professional staff.
d. Year round programmes depend more on the competence and experience of their staff than in the summer programmes.
e. From the summer training and proving grounds, many part-time help employees go on to a more permanent job with a year round programme. This is where the Provincial Workshop is influential on the year round programmes.
f. At the Workshop standards are upheld so that in Alberta there is a good chance that less than 1% of the pools are not maintained in accordance to the Department of Health Rules and Regulations.
g. Pools can now be programmed successfully to run up to sixteen hours a day.

B. Institutions:

a. There are learn to swim programmes in the school agenda where possible.
b. The CRCS and RLSSC work with the institutions to promote water safety and as a liaison with the community.

3. Role of Leadership in Aquatics

A. Qualified Personnel:

a. The recreation director is generally responsible for the maintenance and programming of the pool facility.
b. The CRCS acts as consultant for establishing swimming and other aquatic facilities and staff in each community. Cost, use, staff, and programme are discussed in light of each community's needs.
c. Self-supporting pool within each community are encouraged.
d. The Recreation Director should direct the programme.

e. A successful programme has its own leadership training sessions geared to the community needs.
f. Good staff is essential in the first year of programme planning as the staff will sell a good programme and encourage community participation.
g. Starting with the best possible programme assures a sound and enjoyable use of the facility throughout its life.
h. It is extremely difficult to get good pool supervisors and instructors because after they are trained in aquatic leadership many leave to pursue other recreational careers.
i. The quality of aquatic leadership is so good that communities are willing to pay a good price for their services.

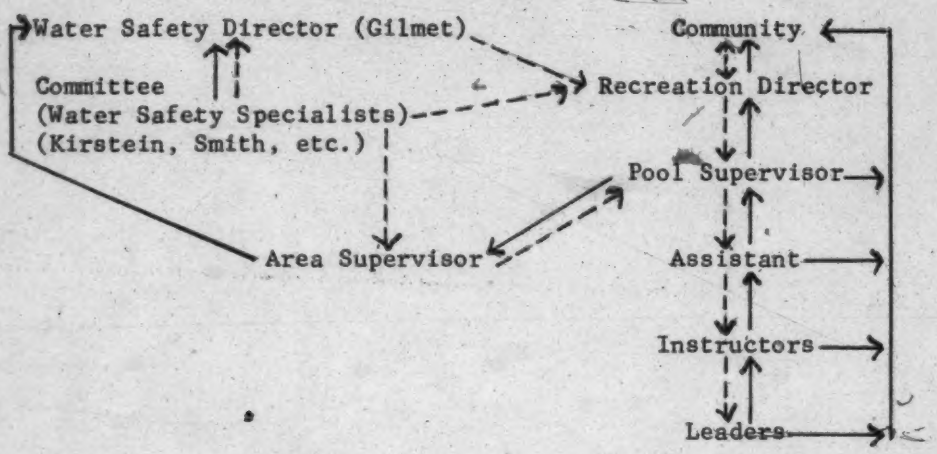
B. Volunteers and Nonprofessional Leaders:

a. The recreation director is a professional leader whose services help to sell and inform the community about aquatic activities.
b. Professional Recreation Directors may not be skilled or to knowledgeable about aquatics and may need to be given a broad background on the various activities possible in the community.
c. Professional Aquatic Supervisors are skilled but few in number, necessitating the use of volunteer and nonprofessional to act as aquatic leaders.
d. Selection of nonprofessional leaders is done personally by Mr. Gilmet to ensure a double responsibility to the Director of the CRCS and to the community where he works.
e. Programmes and instructors and leaders are evaluated by what other people in the community have to say about the instructor's programme or abilities.
f. The weaker leaders and instructors should drop out gradually as the system's efficiency increases and the standards increase.

C. Teacher/Leader Role: -

a. Leader is sent to the workshop to obtain information and guidelines for his community programme.

b.



Key: ——— Responsibility
– – – – Consultation provided

c. The forty hour training course offered to the instructor or leader do not make the good instructor or leader.
d. The instructor and leader must have a feeling for others, compassion and the drive to want to help others enjoy themselves.
e. Aquatic Instructors chose the position or status voluntarily.
f. Aquatic Instructors should be given the opportunity to extend their skills and knowledge.

4. Future Programmes for Recreation Leadership Development -

A. Role of the Organization:

a. The CRCS provides basic training in swimming as a basis for all aquatic activities.
b. After the swimming basics are mastered the CRCS encourages people to look for other aquatic skills in other organizations to increase their enjoyment and safety on water.
c. RLSSC is a natural outflow of the CRCS.
d. The RLSSC and CRCS support each others attempts to help the public to safely enjoy the water. Both organizations have a responsibility to the public and both rely on qualified and volunteer staff.
e. The CRCS Leader programme provides the basic responsibility skills required in most programmes.
f. Communities should provide additional opportunities for meeting their needs through an individual leader programme.
g. Instructors are qualified from a standard National Core Programme administered by the CRCS at set times.

h. Instructors and Leaders are encouraged to guide and shape aquatic skills rather than coercing or demanding a set performance.
i. An instructor qualified through a Red Cross Programme is expected to accept the responsibility seriously.

B. Role of the Aquatic Leader:

a. The volunteer is disappearing due to social pressures.
b. The Provincial Workshop is an endeavour to prevent a gap between the professional and nonprofessional interested person.
c. Future Leader Courses should be conducted within each community, tailored to their individual needs.
d. Continuous service training opportunities need to be increased.

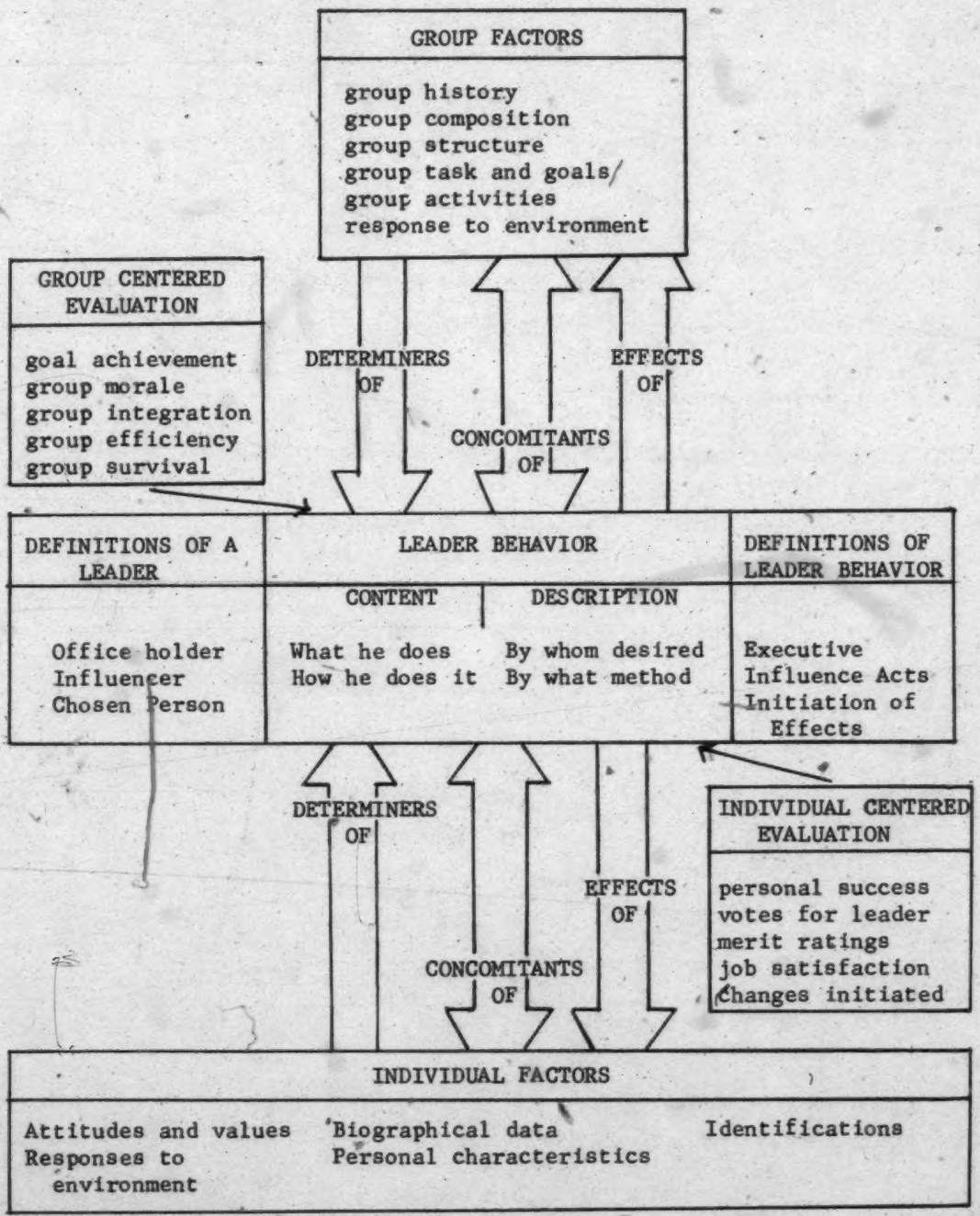
APPENDIX C

LEADERSHIP MODELS

1. Paradigm for the Study of Leadership
2. Conceptual Framework of the Change Process
3. Direction of Effect in the Organization System

1. Paradigm for the Study of Leadership:

(R. M. Stogdill and D. E. Coons, "Leader Behavior: Its Description and Measurement," Bur. Bus.Res,Monogr., Ohio State University, 1957 as found in B. M. Gass, Leadership, Psychology, and Organizational Behavior, New York, 1960. p. 88)



2. The Conceptual Framework of the Change Process:

Taken from (H. P. Knowles and B. O. Saxberg, Personality and Leadership, Addison-Wesley Publishing Company, Reading, Mass., 1971, p. 135)

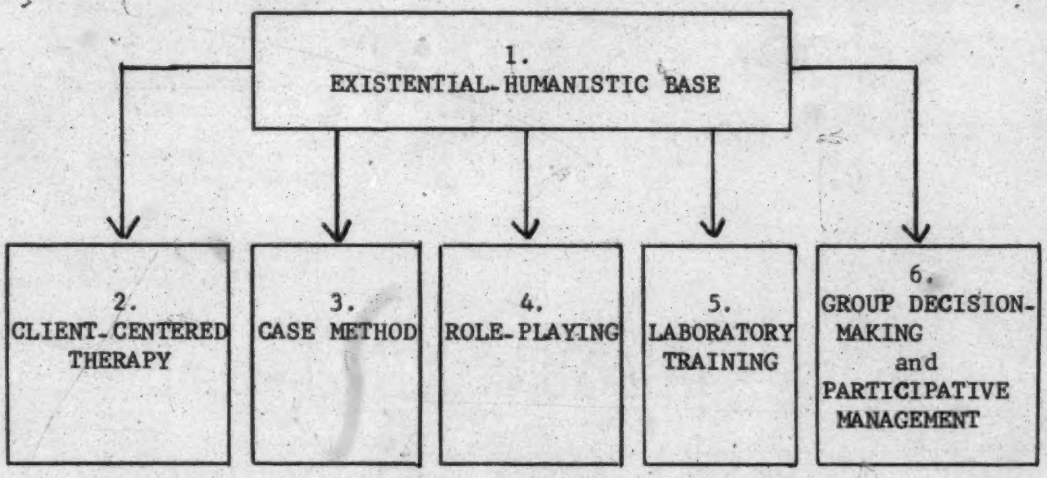


Fig. 6. Conceptual framework of various change processes.

1. EXISTENTIAL-HUMANISTIC BASE

Man is conscious of himself as an integral part of experience;
This enables him to determine and choose among alternatives;
Events influence his choices but do not determine his behavior;
His choices tend to actualize his potentialities;
Hence man is responsible for what he is and what he becomes and has the capacity to be co-operative and constructive, good rather than evil.

2. CLIENT-CENTERED THERAPY

If client takes active part in unraveling his problem;
If therapist is empathic, values client as a person, and is permissive rather than directive;
Client may resolve his problem as he perceives past experiences in new ways.

3. CASE METHOD

If student is made responsible for solving problem;
If teacher is more concerned with helping than telling;
If learning climate is psychologically "safe,"
Learning is facilitated.

4. ROLE-PLAYING

If an individual takes the role of another

In an acceptant, experimental climate,
He will learn to know himself and others better.

5. LABORATORY TRAINING

If an individual reveals himself and
Receives nonthreatening feedback from others,
He can re-examine his self-concept and experience,
Increase his self-awareness and acceptance, and
Learn to understand and accept others,
Improving his social skills.

6. GROUP DECISION-MAKING and PARTICIPATIVE MANAGEMENT

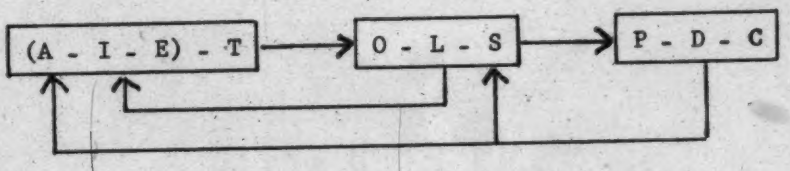
If all group members, according to their capacities, are involved in planning and decisions,
If leaders are supportive rather than authoritarian,
Problem solving, personal satisfaction, and acceptance of decisions are improved.

3. Direction of Effects in the Organization System:

R. M. Stogdill, "Basic Concepts for a Theory of Organization," (Management Science, Vol. 13, No. 10, June, 1967, U.S.A.) p. B668

Variables:

Inputs	Processors	Outputs
Actions (A) Interactions (I) Expectations (E) Task Materials (T)	Operations (O) Interpersonnel (L) Structure (S)	Product (P) Drive (D) Cohesiveness (C)



APPENDIX D

LEADER TRAINING PROGRAMME

LEADER TRAINING COURSE

THE CANADIAN RED CROSS SOCIETY	PROPOSAL (CYR)
Course Outline: Seven one-hour lectures plus film presentations. 1. Orientation 2. Fundamentals of Swimming 3. Teaching Swimming 4. General Principles of Teaching 5. Life Saving 6. Artificial Respiration 7. Water Safety Knowledge Practical training - five hours of teaching at non-swimmer level; five hours at Junior level. Practical Skills - strokes, lifesaving procedures, artificial respiration, etc.	Course Outline: Use of films, reference materials, and other sources. Participation is stressed. 1. Organization of Programmes - communication skills, public liaison, pool and waterfront planning, games and adaptations. 2. Novice Programmes - water orientation, fundamentals of swimming, games and skin diving 3. Water Safety Programmes - lifesaving, water safety, A-R, games, activities. 4. Swimmer Programmes - water sports, small craft, competitions. Optional: (Level II) 1. Games/diving/synchronized 2. Lifesaving/competitive/pool operations. One activity from each group.
Leader Evaluation: 1. Written - water safety questionaire, Senior level, plus safety aspects of water skiing, skin diving and small craft. 2. Practical - reaching aids, water safety, basic skills rescue, artificial respiration, etc. 3. Swimming - continuous use of strokes for 375 yards (all basic strokes) 4. Teaching - ten hours minimum of actual experience.	Leader Evaluation: 1. Continuous from feedback and constructive criticism. 2. Written: assignments relating to community, resource book of activities. 3. Practical: field work with peer and community. 4. Swimming: participation and personal improvement towards own goal.

LEADER TRAINING COURSE (Continued)

Limitations: 1. Stress is on practical physical ability. 2. An instructor without authority. 3. Not necessary to understand only to perform physical skills well. Material is repeated in instructor qualification..	Limitations: 1. Stress is on practical application in terms of candidates community needs. 2. Dynamic community leaders in other recreation areas. 3. Must understand framework and resources as leader does not know skills in depth. 4. Candidates come to course with a variety of experiences and return to a variety of situations. 5. Availability of resources and co-operation of member associations to provide material and expertise.